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ABSTRACT

This manual familiarizes data users with the procedures followed for data collection and processing of the second followup parent component of the National Education Longitudinal Study of 1988. It also provides documentation necessary for use of the data file. Chapter 7 and Appendix E in particular contain essential information that allows the user to work with the data. The rest of the manual provides a wide range of information on the design and conduct of the survey. Chapter 1 is an overview of the study, which examined the achievements of students at various grade levels. The parent followup sample consisted of over 17,750 parents or guardians. Chapter 2 contains a general description of data collection instruments. Sample design and weighting are discussed in Chapter 4, while Chapter 5 describes data control. Chapter 6 describes data processing, and Chapter 7 reviews the organization and contents of the file. The 12 appendixes provide background and supplemental information, including a glossary and codebook. Twelve figures and 17 tables present some study data. (SLD)

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ED 377 237

NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual September 1994

National Education Longitudinal Study of 1988

Second Follow-Up: Parent Component Data File User's Manual

Contractor Report

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User's Manual September 1994

National Education Longitudinal Study of 1988

Second Follow-Up: Parent Component Data File User's Manual

Contractor Report

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"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

September 1994

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up parent component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file.

Use of the data set does not require the analyst to be a sophisticated statistician or computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data file and how to use it. **Chapter VII and Appendix E, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix E will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on the design and conduct of the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 second follow-up.

The sample design and weighting procedures used in the second follow-up study are documented in Chapter III, as well as standard errors and design effects and non-sampling measurement errors.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, editing, and data retrieval. Chapter VI describes data processing activities including machine editing, and construction of the cleaned data tape. Finally, Chapter VII describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES publications; a comparison of the content areas of the student, dropout, and parent components; crosswalks with items from other parent surveys; guidelines for Statistical Analysis System (SAS) users; the base year and second follow-up parent questionnaires; a list of items for which data retrieval was conducted; a record layout for the parent data; a description of the parent composite variables; and a parent codebook. A glossary of terms used in NELS:88 constitutes the final section of the manual.

In addition to the study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix A. These studies include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, third, and fourth follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 second follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under the Privacy Act and Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protection. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgements

A study such as this is built first and foremost upon the students, dropouts, parents, school administrators, and teachers who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have assisted in the implementation of NELS:88.

We are grateful to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, chief of the Longitudinal and Household Studies Branch; Peggy Quinn, project officer for the second follow-up; as well as other branch staff--Ralph Lee, Shi-Chang Wu, and Jerry West--contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division supplied statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88: Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon (formerly of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education). We are grateful for their efforts.

In addition, we would like to express our appreciation of the contribution of the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 Technical Review Panel. The panelists--Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall S. Smith, and John Stiglmeier--provided wise counsel on many a difficult issue of design, instrumentation and implementation. Aaron Pallas, Joan Talbert, Leigh Burstein, Anthony Bryk, and Senta Raizen, as consultants to the second follow-up, also contributed importantly to the design and ultimate success of the study.

Lisa Thalji, assisted by Paul Pulliam and Jim Stipe, was project manager for the second follow-up parent survey. Laura Reed and Virginia Bartot were the data processing managers, and Martin R. Frankel was the task leader for sampling and statistics. John Baldridge was task leader for data cleaning and performed nonresponse analysis. Miriam K. Clarke provided counsel on management issues in the main study, and Leslie A. Scott contributed to the conceptualization and development of file specifications and composite variables. Donald A. Rock and Judith M. Pollack of Educational Testing Service were the task leaders for cognitive test development. Steven J. Ingels was overall NELS:88 Second Follow-Up project director.

The authors would like to thank individuals who contributed to the production of this manual. Kenneth A. Rasinski performed the confidentiality disclosure analysis. Programmers Gloria Rauens, Doug Barge, Shiow-Ling Tsai-Ma, and Michael Ma painstakingly constructed the composites, data file, and also generated statistics reported throughout the manual. Our appreciation is also extended to Cynthia Mathews and Karen Sutherlin for their patience and thoroughness in the production of the manuscript.

Finally, we would like to thank the National Opinion Research Center field and telephone center interviewers and supervisors who with such energy and determination collected the NELS:88 data. The final completion rates for the second follow-up testify to the dedication and the success of their efforts.

Table of Contents

Foreword i

A Note on Data Use and Confidentiality ii

Acknowledgements iii

I. Introduction 1

1.1 The NELS:88 Second Follow-Up Parent Survey 1

1.2 The Second Follow-Up Parent Sample 1

1.3 The Second Follow-Up Parent Survey Respondents 2

1.4 Structure of the Parent Data File 2

1.5 Organization of the Data User's Manuals 3

1.6 Overview 3

1.6.1 NCES's National Education Longitudinal Studies Program 3

1.6.2 The National Longitudinal Study of the 1970s: NLS-72 4

1.6.3 High School and Beyond of the 1980s: HS&B 4

1.7 The National Education Longitudinal Study of 1988 (NELS:88): Overview 7

1.7.1 NELS:88 Study Objectives 8

1.7.2 Base Year Study and Sample Design 9

1.7.3 First Follow-Up Core Study and Sample Design 12

1.7.4 Second Follow-Up Core Study and Sample Design 13

1.7.5 Second Follow-Up Design Enhancements 14

1.8 NELS:88 Sponsors 14

1.8.1 Sample Supplements and Augmentations 14

1.8.2 Instrument Supplements 15

1.9 NELS:88 Data and Documentation 15

1.9.1 Base Year Data Tapes and Documentation 16

1.9.2 First Follow-Up Data Files and Documentation 16

1.9.3 Second Follow-Up Tapes, Electronic Codebook on CD-ROM, and Documentation 17

II. Data Collection Instruments 19

2.1 Parent Questionnaire 20

2.1.1 Adapting the Parent Questionnaire for Telephone Administration 21

2.1.2 Relationship between the Parent Instrument and Other Second Follow-Up Instruments 21

2.2 Student Questionnaire and Cognitive Tests 21

2.3 Dropout Questionnaire 22

2.4 Adapting Student and Dropout Questionnaires for Telephone Administration 23

2.5 New Student Supplement 23

2.6 Early Graduate Supplement 24

2.7 School Administrator Questionnaire 24

2.8 Teacher Questionnaire 25

III. Sample Design and Implementation; Survey Error Assessment 26

3.1 NELS:88 Sample Design 26

3.1.1 Base Year Sample Design 26

3.1.2 First Follow-Up Sample Design 26

3.1.3 First Follow-Up Sample Enhancements and Modifications 28

3.1.4 Second Follow-Up Sample Design 28

3.1.5 Second Follow-Up Parent Sample 32

3.2 Calculation of Weights 33

3.2.1 Calculation of Base Year Sample Weights 35

3.2.2 Calculation of First Follow-Up Sample Weights 37

3.2.3 Calculation of Second Follow-Up Weights 37

3.3 Standard Errors and Design Effects 41

3.3.1 Base Year Standard Errors and Design Effects 42

3.3.2 First Follow-Up Standard Errors and Design Effects 43

3.3.3 Second Follow-Up Standard Errors and Design Effects 43

3.4 Additional Sources of Nonobservable Error 46

3.4.1 Second Follow-Up Unit Nonresponse 46

3.4.2 Second Follow-Up Item Nonresponse 47

IV. Data Collection 54

4.1 Second Follow-Up Pre-Data Collection Activities 54

4.2 Second Follow-Up Data Collection Activities 58

4.3 Parent Survey 58

4.4 Relationship between NELS:88 Second Follow-Up Parent Survey and Other Parent Surveys 62

4.5 Second Follow-Up Student Survey and Cognitive Tests 64

4.6 Dropout Survey 64

4.7 School Effectiveness Study 65

4.8 Followback Study of Excluded Students 67

4.9 School Administrator Survey 68

4.10 Teacher Survey 69

4.11 Academic Transcripts 70

4.12 Second Follow-Up Data Collection Results 70

V. Data Control and Preparation 73

5.1 Monitoring and Receipt Control Procedures 73

5.2 In-house Editing and Data Retrieval 73

5.3 Data Capture and Archival Storage 73

VI. Data Processing of the Parent Questionnaires 74

6.1 Machine Editing 74

6.2 Data File Preparation 75

6.3 CD-ROM Electronic Codebook 76

VII. Guide to the Data Files, Documentation, and CD-ROM Electronic Codebooks 77

7.1 Basics for Analyses: Second Follow-Up Questionnaire and Sample Indicators, and Parent Sample Statistical Weight 79

7.2 Content and Organization of the Data Files 85

7.2.1 Identification Codes 86

7.2.2 The Parent Public Use File Record Layout 86

7.2.3 Composite Variables 86

7.2.4 Packaged Statistical Programs 89

7.3 Guide to the NELS:88 Codebooks 89

7.3.1 Hardcopy Codebooks in NELS:88 Data User's Manuals 90

7.3.2 The NELS:88 Electronic Codebook System (ECB) 92

Appendices

Appendix A: NELS:88-Related Data Files Available from the National Center for Education Statistics

Appendix B: National Center for Education Statistics, Longitudinal and Household Studies Branch NELS:88 Publications

Appendix C: NELS:88 Content Areas and Research Issues

Appendix D: Intracohort and Intercohort Parent Questionnaire Crosswalks

Appendix E: Guidelines for Using SAS with NELS:88 Second Follow-Up Parent Data

Appendix F: NELS:88 Base Year Parent Questionnaire

Appendix G: NELS:88 Second Follow-Up Parent Questionnaire

Appendix H: Critical Items from the Second Follow-Up Parent Questionnaire

Appendix I: Record Layout for NELS:88 Second Follow-Up Parent Tape

Appendix J: NELS:88 Second Follow-Up Parent Composite Variables

Appendix K: NELS:88 Second Follow-Up Parent Codebook

Appendix L: Glossary of NELS:88 Terms

I. Introduction

This manual provides guidance and documentation for users of the public release data for the parent component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purpose of the study, the data collection instruments, sample design, data collection, and data processing procedures is presented in this manual.

1.1 The NELS:88 Second Follow-Up Parent Survey

In order to understand more fully the impact of schools and family life on student achievement and outcomes, data were collected from a subsample of parents or guardians of NELS:88 second follow-up sample members regarding the nature and extent of parental support for educational activities. The parent questionnaire was available in both English and Spanish versions and was designed to collect information about factors that influence the educational attainment and participation of NELS:88 sample members and their transition from high school to postsecondary education and the work place. The parent questionnaire explored family background and socioeconomic characteristics, and the character of the home educational support system. These data provide a basis for understanding the effects on student educational outcomes of parental behaviors relating to student course selection, planning for postsecondary education, and participation in school activities and non-school extracurricular activities.

The parent questionnaire collected data related to parental behaviors and circumstances about which the parent may be more knowledgeable than the teenager, such as parental education and occupation. The parent questionnaire also contained more sensitive items relating to income and family history and items relating to parents' educational expectations for their teenager. The parent data is the definitive data source for examining the relationship between student measures and family background and characteristics. For a more detailed exposition of the themes and subthemes of the parent questionnaire, refer to section 2.1.

1.2 The Second Follow-Up Parent Sample

The NELS:88 Second Follow-Up parent sample consists of 17,750 parents or guardians of students and dropouts who participated in the second follow-up student or dropout components. Unlike the base year parent survey, parent data were collected in the second follow-up study from a subsample of parents of NELS:88 student and dropout participants. During data collection, a parent subsample was selected according to the priority of the subgroup of the sample in which the parent's teenager was included. 1,601 parents were excluded through the subsampling process leaving the final sample of 17,750 parents. Whereas 17,750 parents were included in the final sample, only 17,610 parents are included on the public use data file. The base year parent unweighted completion rate was 92.1 percent and the second follow-up parent unweighted completion rate was 93.2 percent. Of the 17,610 parents included on the second follow-up public use data file, a base year parent questionnaire was completed for 84.2 percent of the second follow-up respondents' teenagers, which means that 84.2 percent of the 1988 to 1992 student panel have parent data available in both 1988 and 1992.

A special parent weight, F2PAQWT, has been constructed for use with the second follow-up parent data. F2PAQWT accounts for subsampling and adjusts for parent nonresponse. Chapter III includes a complete discussion of the second follow-up parent weight.

1.3 The Second Follow-Up Parent Survey Respondents

Because the parent questionnaire was designed to be completed by only one parental respondent, the cover letter to the questionnaire and the questionnaire itself indicated that the parent or guardian who was most knowledgeable about the teenager's current situation should complete the questionnaire. Guided by this criterion, the parent respondent was self-selected.

It should be noted that insofar as the parent questionnaire focused on general home and family issues, it should have made little difference which parent or guardian completed the questionnaire. Still the possibility exists that there may be, between the parents in two-parent homes, systematic gender or role differences in perceptions of family and school issues. Such differences may have influenced responses to, in particular, the more subjective items in the parent survey. In particular, a given teenager's parents may differ significantly in their responses to questions measuring their aspirations for the teenager. In the base year parent survey, the parent questionnaire was completed by the mother approximately 77.7 percent of the time, by the father 17.5 percent of the time, by other respondents such as a stepparent, grandparent, or other relative or guardian 4.0 percent of the time, and the remaining 0.7 percent were not identified. (These figures do not sum to 100 percent due to rounding.) Similarly, the parent questionnaire data used to construct the second follow-up data file was completed 78.5 percent of the time by the mother of the sampled teenager, 15.5 percent of the time by the father, 4.6 percent of the time by other respondents such as a stepparent, grandparent, or another adult relative or guardian, and the remaining 1.4 percent were not identified.

Although the mother of the sampled student or dropout completed the majority of the base year and second follow-up parent questionnaires, it is difficult to ascertain whether the same respondent reported on the teenager in the base year and second follow-up. In both the base year and second follow-up parent questionnaires, respondents were asked to identify their relationship to the sampled student or dropout. Because the family of the teenager may have changed between 1988 and 1992, one cannot know definitively whether the same parent or guardian completed the parent questionnaire in both rounds. For example, if the data indicate that the grandmother of the teenager completed the questionnaire in the base year and second follow-up, the questionnaire does not elicit whether the same grandmother completed the questionnaire in 1992 as in 1988.

1.4 Structure of the Parent Data File

The student and dropout samples constitute the basic units of analysis in the NELS:88 second follow-up. All other data sets, including the parent, teacher, and school components, are intended primarily to supplement the student and dropout data. Even though data for each respondent population can be analyzed separately, only the student and dropout data sets constitute representative stand-alone, national samples.

While in various respects the parent data set after subsampling resembles a representative or probability sample of the parents of eligible students and dropouts who were in eighth grade in 1988, several features of the NELS:88 second follow-up parent component depart from the strict requirements of a probability sample. For example, a very small but unknown number of parents had more than one sampled student or dropout and therefore had more than one chance of being selected in the parent sample. Second, the parent sample was self-selected, and only one parent could participate. Finally, only if the student or dropout completed a questionnaire was a completed parent questionnaire included on the public or restricted use parent files.

The primary purpose of the parent data file is to provide student and dropout-related contextual information that can be linked to individual records on the NELS:88 second follow-up student and dropout files. However, the parent data may be used for separate analyses using the parent questionnaire weight, F2PAQWT, included on the data file. Although analysis can be restricted, if the analyst chooses, to the parent sample only, **it should be noted that the parent data used with the parent weight does not provide a strict probability sample of parents**. Instead, after selecting an appropriate student group (e.g., panel sample student or dropout, twelfth-grade cross-sectional sample student or dropout), the NELS:88 second follow-up parent data can provide a nationwide cross-section of the "self-defined" most knowledgeable parent or guardian of that student group.

1.5 Organization of the Data User's Manuals

NELS:88 data sets have been produced in both public use and restricted use form. The **public use** data files reflect alteration or suppression of some of the original data imposed to minimize the risk of statistical disclosure of the identity of responding individuals and institutions. The **restricted use** files preserve the original data free of all confidentiality edits. Data files with high disclosure potential, specifically the transcript file and the school effectiveness study file, are available in restricted form only. This manual may be utilized with both the public use and restricted use data files. Variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook in their modified public use form. A more detailed discussion of measures used to preserve respondent confidentiality, and of procedures for gaining access to restricted use data, may be found in section 1.9 of this manual. However, the parent restricted use and public use files differ only slightly. F2BIRTHY (the year of the teenager's birth), has been recoded on the public use file, and race variables have been suppressed for the parents of a small number of teenagers to protect confidentiality. The restricted use parent file contains an additional population, students who were freshened in the first follow-up or second follow-up who dropped out prior to data collection, which was excluded from the public use file.

In addition to documentation for the restricted use transcript and school effectiveness study data files, one manual has been produced to accompany each of the five public release files (student, dropout, parent, teacher, and school) for the NELS:88 second follow-up. Each manual furnishes the user with information and documentation about NELS:88 and the specific public release data file.

A set of four data file user's manuals was also produced and released to accompany each of the four public release data files of the base year and each of the four public release data files of the first follow-up survey. Information on these publications and other documentation for NELS:88 is discussed in sections 1.9.1 and 1.9.2 of this manual.

1.6 Overview

1.6.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary school students, NCES instituted the National Education Longitudinal Studies (NELS) program. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies follows.

1.6.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

1.6.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, four follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; one in the spring of 1986, and (for the sophomore cohort only) one in the spring of 1992.

The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies Program

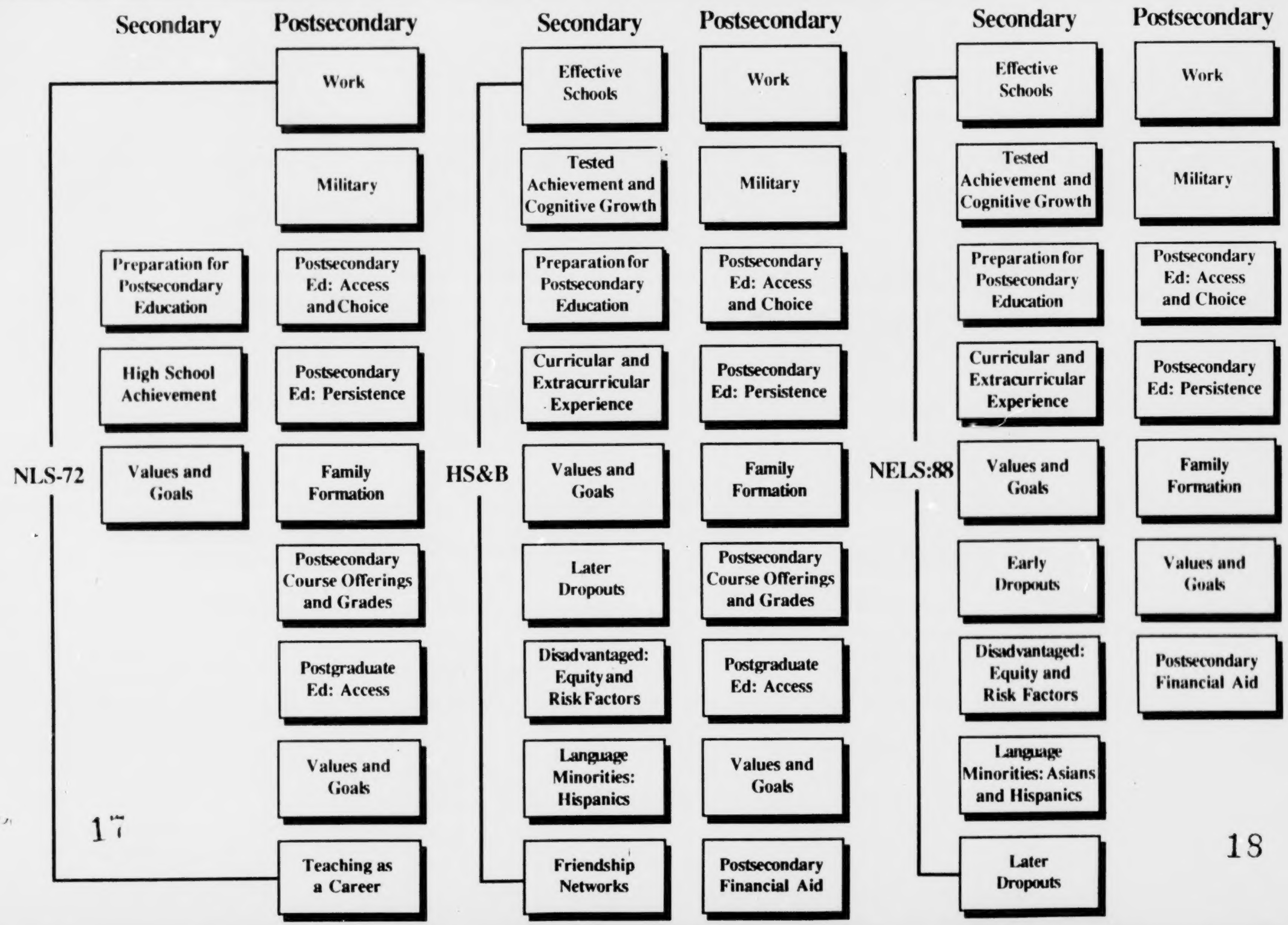
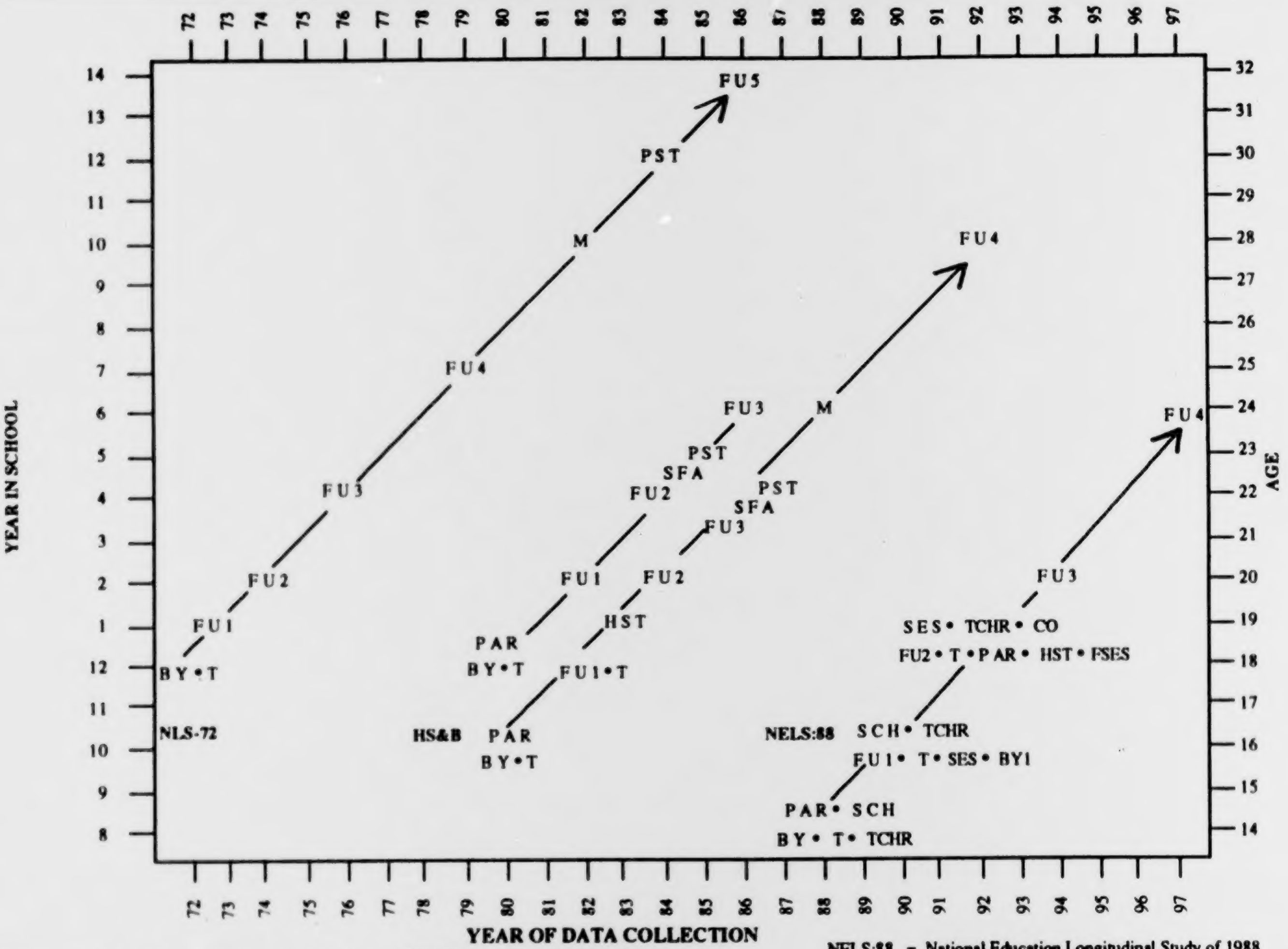

NLS-72
Secondary
Preparation for Postsecondary Education
High School Achievement
Values and Goals
Postsecondary
Work
Military
Postsecondary Ed: Access and Choice
Postsecondary Ed: Persistence
Family Formation
Postsecondary Course Offerings and Grades
Postgraduate Ed: Access
Values and Goals
Teaching as a Career
HS&B
Secondary
Effective Schools
Tested Achievement and Cognitive Growth
Preparation for Postsecondary Education
Curricular and Extracurricular Experience
Values and Goals
Later Dropouts
Disadvantaged: Equity and Risk Factors
Language Minorities: Hispanics
Friendship Networks
Postsecondary
Work
Military
Postsecondary Ed: Access and Choice
Postsecondary Ed: Persistence
Family Formation
Postsecondary Course Offerings and Grades
Postgraduate Ed: Access
Values and Goals
Postsecondary Financial Aid
NELS:88
Secondary
Effective Schools
Tested Achievement and Cognitive Growth
Preparation for Postsecondary Education
Curricular and Extracurricular Experience
Values and Goals
Early Dropouts
Disadvantaged: Equity and Risk Factors
Language Minorities: Asians and Hispanics
Later Dropouts
Postsecondary
Work
Military
Postsecondary Ed: Access and Choice
Postsecondary Ed: Persistence
Family Formation
Values and Goals
Postsecondary Financial Aid

Figure 1-2: Research design for the NCES National Education Longitudinal Studies (NELS) program


YEAR IN SCHOOL
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AGE
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YEAR OF DATA COLLECTION
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FU2
FU3
FU4
M
PST
FU5
HS&B
PAR
BY • T
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FU1
FU2
SFA
PST
FU3
FU1 • T
HST
FU2
FU3
SFA
PST
M
FU4
NELS:88
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BY • T • TCHR
SCH • TCHR
FU1 • T • SES • BY1
SES • TCHR • CO
FU2 • T • PAR • HST • FSES
FU3
FU4

NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
FU5 = Fifth follow-up data collection
M = Maintenance of address date
PST = Postsecondary education transcripts
T = Cognitive test administration

HS&B = High School & Beyond: 1980
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
M = Maintenance of address date
PAR = Survey of parents
PST = Postsecondary education transcripts
SFA = Student financial aid records
T = Cognitive test administration

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
BY1 = Base Year Ineligible Study
FSES = Followback Study of Excluded Students
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
CO = Course offerings
PAR = Survey of parents
SCH = School administrator survey
SES = School effectiveness study
T = Cognitive test administration
TCHR = Survey of teachers

in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986 when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is designed to fit into this larger analytical scheme. The NELS:88 first follow-up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.

1.7 The National Education Longitudinal Study of 1988 (NELS:88): Overview

The **base year** of the National Education Longitudinal Study of 1988 (NELS:88) represented the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. This study of the 1988 eighth-grade cohort collects data about educational processes and outcomes pertaining to student learning, predictors of dropping out, and the effects of schools on students' access to programs and equal opportunity to learn.

The **first follow-up** in 1990 provided the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provided a comparison point to high school sophomores ten years before, as studied in HS&B. The study captured the population of early dropouts (those who leave school between the end of eighth grade and the end of tenth grade), while monitoring the transition of the student population into secondary schooling. Freshening the NELS:88 sample to represent the tenth-grade class of 1990 makes trend comparisons with the HS&B sophomore cohort possible.[1]

The **second follow-up** took place in 1992, when most sample members entered the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of students' transition into the labor force and postsecondary education after high school. Freshening the NELS:88 sample to represent the twelfth-grade class of 1992 makes trend comparisons with the senior cohorts that were studied in NLS-72 and HS&B possible. The NELS:88 second follow-up resurveyed students who were identified as dropouts in 1990, and identified and surveyed those additional students who left school after the first follow-up.

The **third follow-up** is occurring in 1994, when most sample members will be in postsecondary education or in the labor market. The goals of the 1994 round are to provide data for trend comparisons with NLS-72 and HS&B, and to continue cross-wave comparisons with previous NELS:88 rounds. The third follow-up will permit researchers to assess the effect of eighth-grade and high school curricular experiences on postsecondary education choice. The third follow-up will provide the means by which access of individuals with different backgrounds to quality educational institutions can be examined. The third follow-up will facilitate study of the influences of high school education experiences on postsecondary education and employment opportunities and choices. Labor force participation, postsecondary persistence, curricular progress, and family formation are further research topics which will be explored by the third follow-up. Additionally, the third follow-up will provide a basis for assessing how many dropouts have returned to school and by what route, and will measure the access of dropouts to vocational training programs and to other postsecondary institutions. A **fourth follow-up** will take place in 1997 or 1998.

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[1] Note, however, that the HS&B 1980 sophomore cohort in 1982 does not strictly constitute a representative sample of the nation's 1982 seniors, but rather a representative sample of 1980 sophomores two years later. Because of the sample freshening that took place in NELS:88 (but not in HS&B), the subset of NELS:88 sample members who were high school seniors in the spring of 1992 are nationally representative of seniors and are comparable to the NLS-72 and HS&B 1980 probability samples of twelfth graders.

1.7.1 NELS:88 Study Objectives

NELS:88's major features include the integration of student, dropout, parent, teacher, and school studies; the initial concentration on an eighth-grade student cohort with follow-ups at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and examination of federal educational policy. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues including: identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the transition of secondary students to postsecondary education or the work force; the influence of ability grouping and program type on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the defining features of NELS:88 is the extensive attention it gives to the role of parents. The second follow-up parent survey (the parent survey was also conducted in 1988) gathered data on the effect of parents' attitudes and behaviors on educational or career choices, financial preparation for postsecondary education, the correlates of active parental involvement in the school, and the parent's role in the educational success of their children. Appendix C provides an overview of some of the key policy issues of education research and the second follow-up student, dropout, and parent items which are related to them.

The NELS:88 design enables researchers to conduct analyses on three principal levels: cross-wave, cross-sectional at a single time point, and cross-cohort by comparing NELS:88 findings to those of HS&B and NLS-72. The first of these levels provides NELS:88 with its primary objective: to serve the purposes of longitudinal measurement. The sampling and data collection designs give priority to maintaining and surveying a substantial number of base year sample members, as well as to sustaining overlapping but analytically distinct cohorts of sophomores and seniors.[2] Users of NELS:88 data will be able to study the effect of a wide variety of factors on students' educational and professional attainment. The longitudinal data gathered from students, and augmented through parent, teacher, school administrator, and school record (for example, academic transcripts) accounts of students' progression and development, will facilitate scrutiny of various facets of students' lives--their problems and concerns, their relationships with parents, peers, and teachers, and the characteristics of their schools--and permit examination of the impact of these factors on social, behavioral, and educational development.

The second analytic level within NELS:88 is cross-sectional. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students at two-year intervals, and freshening the 1990 and 1992 samples to obtain representative national cross-sections of tenth and twelfth graders, the study also provides a statistical profile of America's eighth graders, high school sophomores, and high school seniors. Figure 1-3 lists the NELS:88 survey components, instruments, and modal grades for the base year, first follow-up, and second follow-up. Figure 1-4 illustrates the longitudinal design of NELS:88.

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[2] Sample freshening in the first follow-up ensured the existence of a nationally representative sophomore cohort as well. *All* 1990 tenth graders have been retained in the 1992 sample.

Finally, NELS:88 has been designed to provide researchers with data for drawing comparisons with previous NCES longitudinal studies. After the release of NELS:88 first follow-up data, researchers were able to conduct trend analyses with the 1980 sophomore cohort of HS&B. With completion of the NELS:88 second follow-up, comparisons may be made among NELS:88, HS&B, and NLS-72 senior cohorts. To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey were repeated in each wave of NELS:88, and data processing and file conventions have been kept consistent, to the maximum extent feasible, with HS&B and NLS-72. For users specifically interested in conducting trend analyses of NLS-72, HS&B and NELS:88 data, further information on content and design similarities and differences between these three studies is presented in Appendix D of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*

1.7.2 Base Year Study and Sample Design

The base year study design comprised four components: surveys and tests of **students**, and surveys of **parents**, **school administrators**, and **teachers**. A student questionnaire gathered information about basic background variables and a range of other topics including school work, educational and occupational aspirations, and social relationships. Students also completed a series of curriculum-sensitive cognitive tests to measure educational achievement and cognitive growth between eighth and twelfth grades in four subject areas--reading, mathematics, science, and social studies (history/government). One parent of each student was asked to respond to a parent survey intended to measure parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. A school administrator questionnaire was completed by school principals or headmasters. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and programs. Finally, selected teachers in two of the four subject areas completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices.

In the NELS:88 base year, a two-stage stratified probability design was used to select a nationally representative sample of eighth-grade schools and students. Schools constituted the primary sampling unit; the target sample size for schools was 1,032. A pool of 1,032 schools was selected through stratified sampling with probability of selection proportional to eighth-grade size and with oversampling of private schools. A pool of 1,032 replacement schools was selected by the same method. Of the 1,032 initial selections, 30 proved to be ineligible. Of the 1,002 eligible selections, 698 participated. An additional 359 schools (supplied by alternative selections available from the replacement pool) also participated, for a total school sample of 1,057 cooperating schools, of which 1,052 schools (815 public schools and 237 private schools) contributed usable student data. For 1,035 of these 1,052 schools, both student and school administrator data were received. In the NELS:88 base year design, students were the secondary sampling unit. The second stage--student sampling--produced a random selection of 26,432[3] students among participating sampled schools, resulting in participation by 24,599 spring term 1988 eighth graders. On average, each of the participating schools was represented by 23 student

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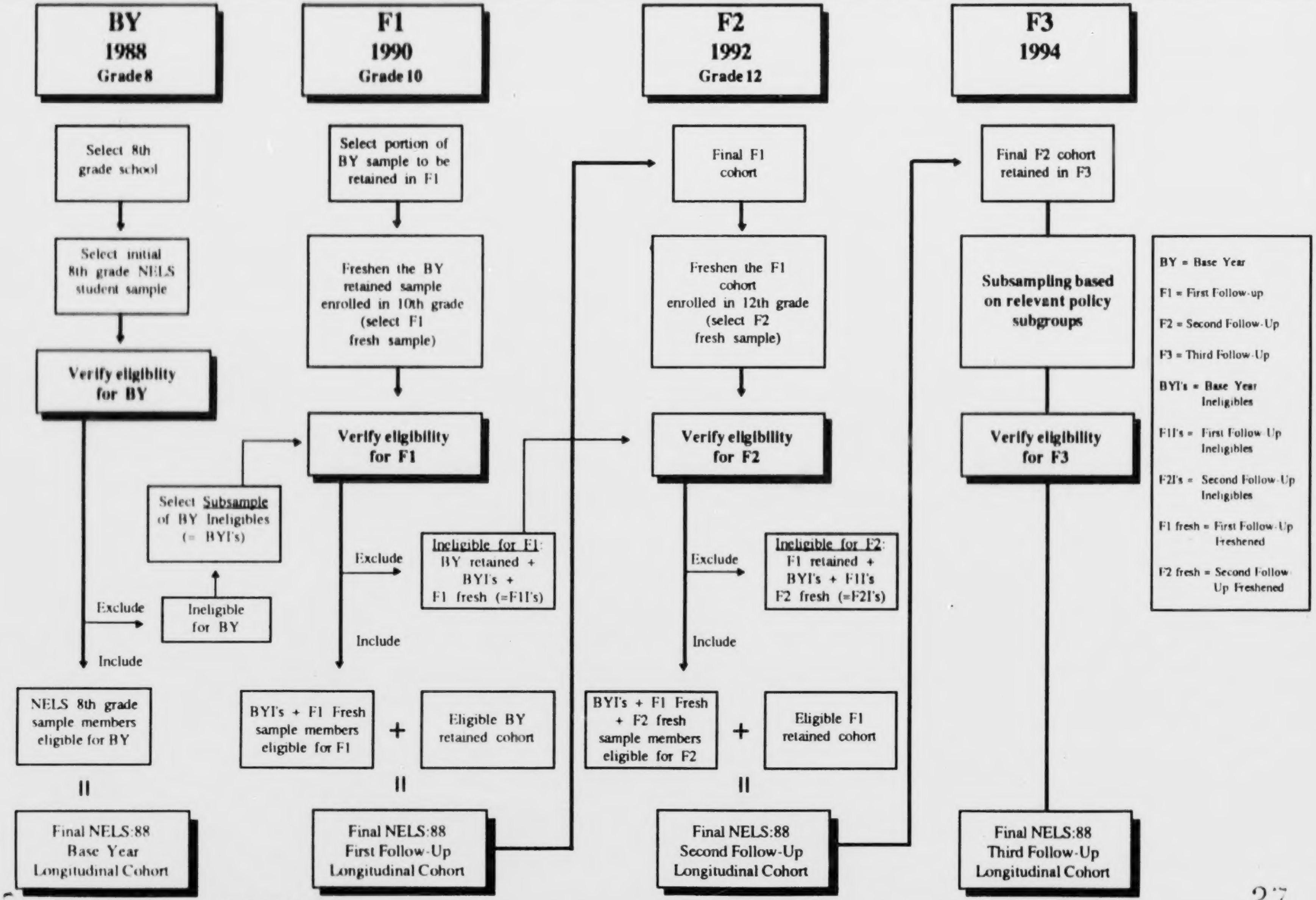
[3] The sample size of 26,435 cited in the *NELS:88 Base Year Student Component Data File User's Manual* is a typographical error.

Figure 1-3: Base year through fourth follow-up -- NELS:88 components

	BASE YEAR	FIRST FOLLOW-UP	SECOND FOLLOW-UP	THIRD FOLLOW-UP	FOURTH FOLLOW-UP
Data collection:	spring term 1988	spring term 1990	spring term 1992	spring 1994	spring 1997 or 1998
Grades included:	Grade 8	modal grade = sophomore	modal grade = senior	H.S. + 2 years	H.S. + 5 or 6 years
Cohort:	**students:** questionnaire, tests	**students, dropouts:** questionnaire, tests	**students, dropouts:** questionnaire, tests, H.S. transcripts	**all individuals:** questionnaire	**all individuals:** questionnaire
Parents:	questionnaire	none	**students, dropouts:** questionnaire	none	none
Principals:	questionnaire	**students:** questionnaire	**students:** questionnaire	none	none
Teachers:	two teachers per student (taken from English, social studies, mathematics, or science)	**students:** two teachers per student (taken from English, social studies, mathematics, or science)	**students:** one teacher per student (taken from mathematics or science)	none	none

Figure 1-4: Longitudinal Sample Design of NELS:88 (1988 - 1994)*


BY
1988
Grade 8
F1
1990
Grade 10
F2
1992
Grade 12
F3
1994
Select 8th grade school
Select initial 8th grade NELS student sample
Verify eligibility for BY
Exclude
Ineligible for BY
Select Subsample of BY Ineligibles (= BYI's)
Include
NELS 8th grade sample members eligible for BY
=
Final NELS:88 Base Year Longitudinal Cohort
Select portion of BY sample to be retained in F1
Freshen the BY retained sample enrolled in 10th grade (select F1 fresh sample)
Verify eligibility for F1
Exclude
Ineligible for F1: BY retained + BYI's + F1 fresh (=F1I's)
Include
BYI's + F1 Fresh sample members eligible for F1
+
Eligible BY retained cohort
=
Final NELS:88 First Follow-Up Longitudinal Cohort
Final F1 cohort
Freshen the F1 cohort enrolled in 12th grade (select F2 fresh sample)
Verify eligibility for F2
Exclude
Ineligible for F2: F1 retained + BYI's + F1I's F2 fresh (=F2I's)
Include
BYI's + F1 Fresh + F2 fresh sample members eligible for F2
+
Eligible F1 retained cohort
=
Final NELS:88 Second Follow-Up Longitudinal Cohort
Final F2 cohort retained in F3
Subsampling based on relevant policy subgroups
Verify eligibility for F3
Final NELS:88 Third Follow-Up Longitudinal Cohort
BY = Base Year
F1 = First Follow-up
F2 = Second Follow-Up
F3 = Third Follow-Up
BYI's = Base Year Ineligibles
F1I's = First Follow-Up Ineligibles
F2I's = Second Follow-Up Ineligibles
F1 fresh = First Follow-Up Freshened
F2 fresh = Second Follow-Up Freshened

* Fourth follow-up is scheduled for 1997

participants. Additional information about the base year sample design is provided in the *NELS:88 Base Year Sample Design Report*.[4]

1.7.3 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base-year study, with the exception of the parent survey, which was not repeated in the 1990 round. In addition, three new components--the dropout study, base year ineligible study, and school effectiveness study--were initiated in the first follow-up, and a freshened sample was added to the student component. As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure tenth-grade achievement and cognitive growth between 1988 and 1990 in the subject areas of mathematics, science, reading, and social studies (history/geography/civics). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, a school administrator questionnaire was completed by school principals, and two teachers of each student were asked to complete a teacher questionnaire. First-time participants in NELS:88 completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the first follow-up. The first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, family formation, plans for the future, employment, attitudes and self-concept, and home environment.

The selection of students in the first follow-up was implemented in two stages. The first stage of sampling involved the selection of 21,474 students who were in the eighth-grade NELS:88 sample in 1988.[5] Because some sophomores were not in the country, or were not in the eighth grade in the spring term of 1988, the representative subsample of the eighth-grade cohort was augmented through a process called freshening. The goal was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added an additional 1,229 tenth graders (of whom 1,043 were found to be eligible and still retained after final subsampling) who were not contained in the base year sampling frame.

Several components were added to the first follow-up to increase its analytic power. One of these enhancements, the **base year ineligible (BYI) study**, was added to the first follow-up in order to ascertain the 1990 school enrollment status and the 1990 NELS:88 eligibility status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them from completing a questionnaire and cognitive test. Any eligible students were included in both the first and second follow-up.

In addition to the BYI study, the **school effectiveness study**, designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. The within-school student sample of 251 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented to produce a probability sample of both schools and students within the framework of the primary longitudinal study.

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[4] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E. August 1990; NCES 90-463, ERIC ED 325-502.

[5] This includes students who were base-year nonrespondents as well as approximately 2,400 sample members sponsored by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

1.7.4 Second Follow-Up Core Study and Sample Design

The NELS:88 second follow-up repeats all components of the first follow-up study. In addition, the parent component is included once again in the second follow-up. Two new components--the transcript and course offerings components--were initiated in the second follow-up. The course offerings component was implemented as a part of the school effectiveness study. The transcript component was undertaken for sample members as described in section 1.7.5. Sample freshening was also implemented in the second follow-up to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-1992 school year.

Each student and dropout selected for the first follow-up was included in the second follow-up. From within the schools attended by the sample members, 1,500 twelfth-grade schools were selected as sampled schools. Of the 1,500 sampled schools, the full complement of component activities occurred in 1,374 schools. For students attending schools other than those 1,374 schools, only the student and parent questionnaires were administered. Retaining the entire first follow-up sample in the 1992 round provides a maximally efficient sample for the NELS:88 second follow-up while satisfying researchers who are interested in maximizing the presence in the study of rare policy-relevant populations.

The student sample was then augmented through freshening at the 1500 NELS:88 selected schools, the aim of which was to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-92 school year. Freshening added 364 twelfth graders (of whom 243 were deemed eligible) who were not contained in the base year sampling frame, either because they were not in the country, or were not in the eighth grade in the spring term of 1988. Additional information about the second follow-up sample design is provided in Chapter III of this manual and in the forthcoming *NELS:88 Second Follow-Up Sample Design Report*. Dropout data collection occurred between January and October 1992.

As in the previous waves, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure twelfth-grade achievement and cognitive growth between 1988 and 1992 in the subject areas of mathematics, science, reading, and social studies (history/citizenship/geography). The student questionnaire asked students about such topics as academic achievement; student perceptions and feelings about their curriculum and school; family structure and environment; social relations; and aspirations, attitudes, and values, especially as they relate to high school and occupational or postsecondary educational plans. The student questionnaire also gathered data about the family decision-making structure during the critical transition from secondary school to postsecondary education or the work environment. The student questionnaire contained a supplement for early graduates, the intent of which was to document the reasons for and circumstances of early graduation. If a student was a first-time participant in NELS:88, he or she also completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the second follow-up.

A school administrator questionnaire, as in the first follow-up, was completed by school principals or headmasters. In a departure from the base year and first follow-up teacher surveys, only one teacher, either a mathematics or science teacher, was asked to complete a questionnaire for each sampled student enrolled in these subject areas in a NELS:88 sampled school.

The second follow-up, in addition to surveying students who were enrolled in school, surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1991-92 school year. The dropout and student questionnaires collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

1.7.5 Second Follow-Up Design Enhancements

Two new components, the **transcript** and the **course offerings** components, were added to the NELS:88 second follow-up. These components provide archival data which describes the academic experience of high school students and the curricula offered by their schools. The complete high school transcript record was collected for 1) the contextual sample--students attending sampled schools in the spring of 1992; 2) all dropouts, dropouts in alternative programs, and early graduates, regardless of school affiliation; and 3) triple ineligibles enrolled in the twelfth grade in the spring of 1992, regardless of school affiliation. Triple ineligibles are sample members who were ineligible for the base year, first follow-up, and second follow-up surveys due to mental or physical disability, or language barrier. NELS:88 course-taking data will provide not only a baseline against which future student outcome measures can be compared, but will illuminate trends when contrasted to the 1982 HS&B high school transcript study, the 1987 National Assessment of Educational Progress (NAEP) transcript study, and the 1990 NAEP transcript study. The course offerings component provides curriculum data from second follow-up school effectiveness study schools through which school effects on student outcomes can be studied.

The **school effectiveness study (SES)** was added to the first follow-up to provide a probability sample of tenth-grade schools, with a sizable and representative within-school sample of students, through which longitudinal school-level analysis (comparable to 1980-82 HS&B sophomore cohort analysis) could be conducted. In the first follow-up school effectiveness study, permission to conduct the study was gained from 251 schools and 248 of those schools were final first follow-up SES participants. The second follow-up school effectiveness study returned to 247 of the 251 cooperating first follow-up SES schools (one school became ineligible), conducting freshening on both longitudinal and SES sample members, and selecting additional students from the pool including students who transferred into the school since the 1989 selection of SES students. The second follow-up school effectiveness study was enhanced by the addition of archival data collected by the new course offerings component, and was further augmented by the administration of free response science and mathematics cognitive test items in SES schools.

1.8 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year, first follow-up, and second follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states to provide representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

1.8.1 Sample Supplements and Augmentations

Sample supplements and augmentations for the second follow-up were sponsored by various sources. The National Science Foundation (NSF) sponsored the core study teacher component, while

NCES funded administration of the teacher survey in the school effectiveness study. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic and Asian-Pacific Islander students, and for disproportionately retaining Hispanic, Asian-Pacific Islander, and American Indian students in the first follow-up. The **school effectiveness study (SES)** of the second follow-up was begun in the first follow-up with funds from the MacArthur Foundation and from NCES. NCES also sponsored the **follow-back study of excluded students (FSES)**, a continuation of the base year ineligible study of the first follow-up, which included 303 base year sample members who were ineligible to participate in the base year or first follow-up surveys. For each wave of NELS:88, all survey instruments and cognitive tests were administered to the core study (which included the OBEMLA oversample) and augmentation samples in an identical fashion; some by personal interviews, and others by telephone.

1.8.2 Instrument Supplements

The NELS:88 second follow-up instruments were supplemented in various ways by federal agencies. The National Science Foundation (NSF) sponsored supplemental mathematics and science items on the student questionnaire and free response science and mathematics items on the school effectiveness study cognitive test. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), added questions about minority language use patterns and bilingual programs. Appendix A contains information on related NELS:88 enhancements and state augmentations, as well as data from other education studies which are available through NCES.

1.9 NELS:88 Data and Documentation

NELS:88 base year, first follow-up, and second follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data.

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

In a few instances, data elements have been suppressed or changed. Because of this, a particular school or individual student might be characterized in terms of a certain variable on the restricted use version of the NELS:88 data, but be coded to missing on the public files, coded to an adjacent response category, or included in a code which collapsed two or more response categories. These suppressions and recodes have been clearly labelled in the codebooks included in each data file user's manual.

While the extremely high value that is placed on confidentiality--not only by federal statute, but also by NCES and contractor standards--justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, it is necessary for an organization to obtain a licensure agreement from NCES. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Refer to section 7.3.2 for instructions for obtaining access to the NELS:88 restricted use data files.

1.9.1 Base Year Data Tapes and Documentation

Four public release tapes were produced for the NELS:88 base year study, one for each study component--the student, parent, teacher, and school. A data file user's manual was produced for each of the public release data tapes.[6] Additional forms of documentation produced include the ***NELS:88 Base Year Sample Design Report*** which assesses the sampling procedures for the base year survey.[7] The *Psychometric Report for the **NELS:88 Base Year Test Battery*** gives an in-depth description of the rationale, development, and statistical properties of the eighth-grade cognitive test battery.[8] The *NELS:88 Base Year Final Technical Report* provides detailed documentation of the methodology of the survey.[9] Finally, ***Quality of the Responses of Eighth-Grade Students in NELS:88*** documents the reliability and validity of student responses.[10] A number of additional NELS:88 analysis reports and special tabulations are available from NCES. Information on published and planned reports and tabulations is listed in Appendix B.

1.9.2 First Follow-Up Data Files and Documentation

Four public release data files were produced for the NELS:88 first follow-up, one for each study component--the student, dropout, school, and teacher surveys.[11] As with the base year data files, a data user's manual was provided for use with each public release first follow-up data file.[12] The student data file user's manual encompasses both the 1988 and 1990 waves of the study.

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[6] Ingels, S.J.; Abraham, S.Y.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R. March 1990; NCES 90-464, 90-466, 90-482 (ERIC ED 322-223), 90-484 (ERIC ED 322-222).

[7] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R. August 1990; NCES 90-463, ERIC ED 325-502.

[8] Rock, D.A., and Pollack, J.M. April 1991; NCES 91-468, ERIC ED 334-241.

[9] Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; Buckley, P.; 1990; Chicago: NORC.

[10] Kaufman, P.; Rasinski, K.A.; Lee, R.; West, J. September 1991; NCES 91-487, ERIC ED 339-722.

[11] The school effectiveness study data will be released as a combined first and second follow-up data set.

[12] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L. April 1992; NCES 92-030 (ERIC ED 347-780), 92-083, 92-084, 92-085.

Further first follow-up documentation including an assessment of sampling and the psychometric properties of the cognitive tests is provided in the *NELS:88 First Follow-Up Final Technical Report*.[13] Special reports and tabulations based on first follow-up findings have either been published or are in preparation at this time. These reports, and their estimated release dates, are listed in Appendix B.

An electronic codebook released in the spring of 1993 is housed on CD-ROM, and includes public use student, school, and teacher data from the base year and first follow-up waves of NELS:88. Also included in the first follow-up electronic codebook released on CD-ROM are public use data from the base year parent survey and dropout data from the first follow-up. The electronic codebook is MS-DOS based and menu driven. This on-line codebook system allows PC or PC-compatible computer users to:

- search a list of relevant variables based on key words or variable names;
- view frequencies for each variable;
- view question text;
- write SAS or SPSS control card files which can be used to construct a data system file; and,
- generate a codebook of selected variables.

Documentation includes an instruction guide to codebook operation and a technical appendix which outlines computer system requirements for codebook use.

1.9.3 Second Follow-Up Tapes, Electronic Codebook on CD-ROM, and Documentation

Five user's manuals have been produced for the NELS:88 second follow-up public release files, one to accompany each of the following components: student, dropout, parent, teacher, and school. Each manual furnishes the user with general information and documentation both about NELS:88 and a specific public release data file. Although the five user's manuals are written for use with the public release data files, they may also be utilized with the restricted use files. Additional manuals will be produced for use with the transcript and school effectiveness study restricted use data files.

The second follow-up magnetic tapes and CD-ROM comprise all components of the second follow-up survey, as well as updated base year and first follow-up files. Base year and first follow-up cognitive test scores have been rescaled for the second follow-up release of the base year, first follow-up, and second follow-up files. An electronic codebook (ECB) on the CD-ROM features windows with both weighted as well as unweighted frequencies and percentages. A user's guide is available for the ECB and CD-ROM products.

Other second follow-up restricted data files, such as the high school transcript survey, the school effectiveness study (SES), and the early graduate supplement, also appear on CD-ROM but not in the ECB format. These files can be downloaded to floppy diskette or hard drive on a PC, and/or uploaded to mainframe or other machines. The files can be converted to systems files for use with standard statistical software packages. Chapter VII of this manual contains additional information on the magnetic tape and CD-ROM releases.

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[13] Ingels S.J., Scott L.A., Rock D., Pollack J., Rasinski K.; Washington D.C.: NCES, 1994.

Additional forms of second follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, the psychometric properties of the cognitive tests, and various analysis reports are planned. These reports, and their estimated release dates, are listed in Appendix B.

II. Data Collection Instruments

This chapter provides a brief description of the survey instruments and cognitive tests used in the NELS:88 second follow-up. The data collection instruments for the second follow-up were similar in content and form to those utilized in the prior waves. The instruments included a parent, student, dropout, school administrator, and teacher questionnaire, and a cognitive test for students and dropouts. The new student supplement, added in the first follow-up to elicit demographic information from newly freshened students, was again administered in the second follow-up. An early graduate supplement was added for students who graduated from high school before their in-school data collection session in the spring of 1992.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study, and items were chosen based on their utility in predicting or explaining future outcomes as measured in the second follow-up or later survey waves. All of the questionnaires employed in the base year, first follow-up, and second follow-up surveys were framed to provide continuity and consistency with earlier NCES education longitudinal studies, as well as to address new areas of policy concern and to reflect recent directions in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS), to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. For example, NELS:88 mathematics tests were designed so that NELS:88 and NAEP test scores can be equated, and so that HS&B and NELS:88 mathematics test results can be equated as well. Appendix D of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* contains an outline of the items which overlap between the NELS:88 base year, first follow-up, and second follow-up student questionnaires, the NLS-72 base year student questionnaire, and the base year HS&B senior cohort student questionnaire. Appendix D of this manual contains a crosswalk between the questionnaire items in the NELS:88 base year and second follow-up parent surveys and the HS&B parent surveys.

A field test of the NELS:88 second follow-up conducted in 1990 and 1991 examined survey instruments and procedures and played a key role in instrument development. Although the teacher component was not included in the second follow-up field test, the second follow-up field test did include six other survey components: the school administrator, student, the cognitive test battery, dropout, and parent surveys, and the transcript component.[1] Upon completion of field test data collection, the information gathered was used to inform planning for the main study. Analysis of field test data was also used to improve the measurement properties of test and questionnaire items, as well as to identify items which needed to be modified or deleted for reasons of instrument length or item format. A detailed description of the second follow-up field test can be found in the *Field Test Report: National Education Longitudinal Study of 1988 Second Follow-Up.*[2]

The content areas of the base year, first follow-up, and second follow-up questionnaires are similar. Since longitudinal data users may benefit from being able to take into account the data that will be collected in 1994, a description of the NELS:88 third follow-up questionnaire topic areas can be found in Appendix N of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*:

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[1] In the original design of the NELS:88 second follow-up, the teacher survey was included as an optional component of the study. Funding for the option was not received in time for its inclusion in the second follow-up field test.

[2] Dowd, K. et al.; v. 1; 1991; Chicago: NORC. ERIC ED 335-418.

2.1 Parent Questionnaire

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The objective of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. The questions focused on family background and socioeconomic characteristics and on the character of the home educational support system. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive questions about income, postsecondary educational costs and financial aid decisions, and religious affiliation. English and Spanish language versions of the questionnaire were made available to parents in the second follow-up as in the base year.

The questionnaire was arranged thematically into six different sections. All parents were asked to complete the first five sections. Respondents who were asked to complete the sixth section of the questionnaire were parents or guardians who were 1) nonrespondents in the base year parent survey or 2) the parent or guardian of a sample member new to NELS:88 in the first follow-up or second follow-up. The content areas of these six sections are as follows:

- Information about the family's background. This section identifies the relationship between the respondent and the student or dropout sample member. Respondents identified the family size and composition and answered questions about their employment situation and occupation, race, and language background and skills.

- Information about the teenager's school life. This section elicits parental knowledge of key characteristics of the teenager's educational situation. The forms of interaction between the school and parent are included in this portion of the questionnaire.

- The teenager's family life. The third section of the questionnaire asks about the decision making process within the household and the kinds of interaction between the respondent and teenager. Included are sensitive questions about community life and drug and alcohol use by the teenager.

- The teenager's postsecondary plans. Parental aspirations for the teenager, preparations for postsecondary education, and plans for the teenager's transition to the workforce are covered.

- Financial information and educational costs. Family income and financial preparations for the teenager's postsecondary education are asked in this section.

- Supplemental questions for parents new to NELS:88. The final section of the questionnaire was only administered to parents who did not participate in the base year parent survey either because the parent or guardian was a base year nonrespondent or because the student was added to the sample in the first or second follow-up. This section includes a number of questions asked in the base year parent survey which were not repeated for the parents who participated in the earlier survey. The items include family characteristics, size, and composition in 1988, parent education, and parent age.

2.1.1 Adapting the Parent Questionnaire for Telephone Administration

Because the parent data were collected through self-administration and telephone administration, a number of steps were taken in the second follow-up to minimize mode effects. Interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, parents were asked to read along in the questionnaire during the telephone interview if they had a copy of the self-administered version of the questionnaire available.

2.1.2 Relationship between the Parent Instrument and Other Second Follow-Up Instruments

The data collected by the parent instrument is intended for primary use as contextual data against which student and dropout outcomes and characteristics can be measured and is only intended secondarily for use without the student and dropout data. Likewise the school administrator and teacher data are intended as contextual data with which the central units of analysis, the students and dropouts, can be examined.

2.2 Student Questionnaire and Cognitive Tests

Sample members who attended school during the spring term of the 1991-92 school year were administered a student questionnaire, either at an in-school or off-campus survey session. Sample members administered a student questionnaire also included: those identified as dropouts at some earlier time but who returned to and remained in school during the spring term of 1992; and students who had left school but had already passed the General Educational Development test (GED) or had obtained some other equivalency certification. The sixty-minute, self-administered questionnaire collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, occupational or postsecondary educational plans, jobs and household chores, school experiences and activities, work, and social activities. Information collected by the second follow-up student questionnaire supplies a baseline for the study of the NELS:88 cohort's transition to postsecondary education or entry into the labor market. The second follow-up student questionnaire was available in both English and Spanish.[3]

In addition to the student questionnaire, students completed a series of cognitive tests which were also administered at their in-school or off-campus survey sessions. The combined tests covered four subject areas and included 116 items to be completed in 85 minutes. The cognitive tests are briefly described below:

- Reading Comprehension (21 questions, 21 minutes)

  This subtest contained five short reading passages or pairs of passages, with three to five questions about the content of each. Questions encompassed understanding the meaning of words in context, identifying figures of speech, interpreting the author's perspective, and evaluating the passage as a whole.

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[3] Eight dropouts and 41 students completed the Spanish-language questionnaire in the NELS:88 second follow-up. Because of the small number of questionnaires completed in Spanish, a separate flag was not created for these cases. The percentage of questionnaires completed in Spanish--around 0.2 percent--is similar to the percentage of HS&B seniors who opted to complete Spanish-language questionnaires in 1980/1982.

- Mathematics (40 questions, 30 minutes)

  Test items included word problems, graphs, equations, quantitative comparisons, and geometric figures. Some questions could be answered by simple application of skills or knowledge, others required the student to demonstrate a more advanced level of comprehension and/or problem solving.

- Science (25 questions, 20 minutes)

  The science test contained questions drawn from the fields of life science, earth science, and physical science/chemistry. Emphasis was placed on understanding of underlying concepts rather than retention of isolated facts.

- History/Citizenship/Geography (30 questions, 14 minutes)

  American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the workings of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by other societies as well as our own.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test battery for the second follow-up. Six forms of the cognitive test battery were produced in the second follow-up, each comprising a different combination of mathematics and reading difficulty levels. Each sample member's test form was determined by his or her scores on the base year and/or first follow-up mathematics and reading tests; freshened students and first follow-up nonrespondents received the intermediate version of the second follow-up cognitive test battery. The purpose of the multilevel design of the second follow-up cognitive test battery was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading, given limitations in testing time, to a more accurate measurement than a single level design.

Psychometric properties of the cognitive tests are discussed in the forthcoming *NELS:88 Second Follow-Up Final Psychometric Report*, the forthcoming *NELS:88 First Follow-Up Final Technical Report*, and the *Psychometric Report for the NELS:88 Base Year Test Battery*, all obtainable from NCES.[4]

2.3 Dropout Questionnaire

During the data collection period from January through October 1992, a dropout questionnaire was administered to sample members who, based on data gathered through administration of a status screener, were not in an academic program leading to a high school diploma and had not received a GED by the spring of 1992. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on their likelihood of returning to and graduating from high school, and described their current activities, employment history, and future plans. The hour-long, self-administered questionnaire was normally completed with an interviewer present, at either a group or single survey session and was available in both English and Spanish. However, in some cases the dropout questionnaire was administered as a telephone interview.

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[4] Rock, D.A., and Pollack, J.M. April 1991.

In addition to the dropout questionnaire, an 85-minute cognitive test battery was also administered to dropouts when possible. Because of the difficulty in collecting test data from dropouts, and because data from many dropouts was collected in telephone interviews which preclude testing, the NELS:88 second follow-up achieved a comparatively low 41.7 percent weighted cognitive test completion rate for dropouts.

The dropout questionnaire was designed to facilitate comparisons with the NELS:88 second follow-up student questionnaire, the first follow-up dropout questionnaire, and the HS&B 1982 dropout questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts. The overlap of 1982 and 1992 dropout items facilitates comparison of contemporary dropouts with those of a decade before. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file. To facilitate the use of school contextual data with dropout data, on the restricted use CD-ROM delivery of the second follow-up data, a link is provided between a dropout and the first or second follow-up school the dropout last attended.

2.4 Adapting Student and Dropout Questionnaires for Telephone Administration

To adapt the second follow-up student and dropout questionnaires for telephone interviewing, two abbreviated versions of the instruments were administered during the final weeks of data collection. Adaptation of the student and dropout questionnaires for telephone administration was guided by the need to preserve each question's original meaning while wording each question so that it made sense when read aloud. One abbreviated version of the student and dropout questionnaires excluded a small number of questions which did not lend themselves to being read aloud. A second abbreviated version of the questionnaires was administered to sample members who explicitly refused to complete the full-length instrument and consisted mainly of locator information and key items. The mode of administration for the abbreviated instruments was primarily a telephone interview; however, a small percentage of abbreviated questionnaires were completed by personal interview.

2.5 New Student Supplement

First-time NELS:88 participants--due to freshening, previous ineligibility, or non-participation--completed the new student supplement questionnaire, which was available in English and Spanish. New student supplement data were also obtained for a number of first follow-up freshened students who had completed a student questionnaire but had not completed a new student supplement in 1990. The self-administered supplement took approximately 15 minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, family socioeconomic status, and race/ethnicity) about students and their families which was gathered by the base year questionnaire, but not repeated in the student questionnaire for later rounds.

2.6 Early Graduate Supplement

NELS:88 participants who graduated from high school or who obtained equivalency certification such as the GED prior to data collection in the spring term of 1992 completed the second follow-up early graduate supplement to the student questionnaire. The intent of this supplement was to document the reasons for and the circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other school survey members. The items for the second follow-up early graduate supplement were modeled on those used in the HS&B sophomore cohort early graduate supplement administered in the HS&B first follow-up in 1982.

2.7 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of specific school practices and policies as well as enrollments and educational offerings. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of school measures.

In the second follow-up, a self-administered, forty-five minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school official designated by the school administrator of NELS:88 schools. The questionnaire was divided into five content areas as described below:

- **General school characteristics**, such as grade span, school and twelfth-grade enrollment sizes, and school control and demographic characteristics. In addition, questions were asked about college preparatory services and vocational programs offered to twelfth graders.

- **General student characteristics** of the twelfth-grade class, including average daily attendance rates, ethnic and racial composition, percentage of students with limited English proficiency, and numbers of students receiving special school services.

- **Teaching staff characteristics** encompassing such areas as the number of full-time and part-time faculty, departmentalization of faculty, salary levels, and evaluation of teachers.

- **School policies and programs** including requirements for minimum competency and proficiency tests, and programs for language minority students.

- **School governance and climate** such as administration practices, school reforms, types of parental involvement, student behavioral problems within school, and areas of principal's control.

The questionnaire was designed so that the first four sections could be answered either by the school principal or by a designee who was able to provide the requested information. Only the principal could answer the last section which asked for his or her subjective opinions regarding the school environment.

2.8 Teacher Questionnaire

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the classroom and teacher influences on NELS:88 students, including their effects on longitudinal student outcomes. The design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be related directly to the learning context and educational outcomes of sampled students. The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

In the second follow-up, teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. A thirty-minute questionnaire was collected for only one of the two cognitive test subjects, mathematics or science, if the student was enrolled in a class in one of the subjects.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career plans and goals. Respondents completed this section with respect to the sample members they instructed in a particular subject matter.

- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents).

  This section of the instrument includes classroom topic coverage items ("Opportunity to Learn") that have been articulated with the cognitive tests subjects.

- Information about the school social climate and organizational culture (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

- Information about the teacher's background and activities (e.g., academic training, subject areas of instruction, years of teaching experience, and participation in professional growth activities).

III. Sample Design and Implementation; Survey Error Assessment

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year, first follow-up, and second follow-up samples and for selecting the parents in the second follow-up parent sample. It provides information on the calculation of sample weights and the relative efficiency of the sample design. The chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of unit and item nonresponse and other potential sources of bias on estimates.

3.1 NELS:88 Sample Design

The following section describes the sample design of NELS:88, from its base year inception through the first and second follow-ups. Beginning from a straight forward two-stage stratified sample, the complexities of the NELS:88 sample design have grown exponentially with each subsequent wave.

3.1.1 Base Year Sample Design

The NELS:88 base-year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth-grade enrollment to achieve virtual self-weighting. In addition, schools were oversampled in certain special strata so that policy-relevant subgroups would be adequately represented in the sample. Within each school approximately 26 students were to be randomly selected (typically, 24 regularly sampled students and two, on average, OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. Because of the incidence of small schools in the NELS:88 sample, the average--within school sample size for the base year--was 25 students (or 23 participating students). From a national frame of about 39,000 schools with eighth grades, a target sample size of 1,032 schools was set. Some 1,052 schools--815 public and 237 private--participated and provided usable eighth-grade student data.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not at that time contain information about the racial/ethnic composition of individual public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as an NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. Use of this data set facilitated the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools. Readers who desire more detail on the base year sample design should consult the *NELS:88 Base Year Sample Design Report*.

3.1.2 First Follow-Up Sample Design

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them.

Longitudinal Cohort. The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 were subsampled with certainty (their probabilities of selection were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. Base year students who were reported to be attending a school with at least 10 other base year students were sampled with certainty. All other students were sampled with probabilities greater than zero, but less than one.

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up (including students who had died or moved out of the United States). Among the remaining 26,336 students, 348 were found to have dropped out of school; all of these students were selected into the first follow-up with certainty (probability of selection equal to one).[1]

Distribution of Students in Schools. It was determined that the remaining pool of 25,988 students were distributed among 3,967 schools.[2] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 75 percent of the students (19,568 of 25,988) were attending approximately 23 percent (908 of 3,967) of the schools; each of these schools included at least 11 base year students. All of these 19,568 students were included in the first follow-up with certainty. The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Their sampling probabilities for the first follow-up depended on the number of base year students the school contained. The efficiency of this design relative to one with no subsampling at all was 66.5 percent.[3] These schools--or, more precisely, clusters of base year students--were subsampled to achieve the final NELS:88 first follow-up school sample, after the conclusion of the 1989 spring term. There were 1,468 schools (1,506 student clusters) selected.

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[1] The 348 dropouts comprise 250 dropouts whose status was confirmed by the student's home, 58 sample members whom the school reported to have dropped out but field interviewers could not locate, and 40 students who were institutionalized. The latter group are not necessarily dropouts in the strict sense of the first follow-up dropout definition because in some cases they were receiving academic instruction. However, they were grouped with the dropouts to ensure that they would remain in the first follow-up sample with certainty.

[2] When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3.736.

[3] The measure of efficiency was computed as $1/(1 + RV) * 100\%$, where RV is the relative variance of the weights required to compensate for the different rates of subsampling.

3.1.3 First Follow-Up Sample Enhancements and Modifications

Freshened Sophomore Sample. The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process called freshening. The freshening procedure was carried out so that students who were not enrolled in the eighth grade in the U.S. in 1988 had a chance of being selected for the sample.

The freshening process could yield zero, one, or more than one new sample member in a given school. A total of 1,229 new students were added to the tenth-grade sample--on average, just less than one student per school. Some of these freshened students were dropped in the subsampling process described below either because they themselves were not included in the subsample or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples. After the initial selection of the longitudinal cohort, the combined longitudinal-freshened sample was further subsampled. The students dropped from the first follow-up as a result of subsampling were also excluded in the second follow-up. Two categories of sample members were subsampled: 1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and 2) first follow-up nonrespondents who were classified as potential dropouts. NORC selected a 20 percent subsample of transfer students and a 50 percent sample of "potential dropouts." Table 3.1.3-1 lists the first follow-up sample by race and means of entry into the sample.

Sample of Base Year Ineligibles. The NELS:88 base year sample excluded students for whom the NELS:88 survey instruments would be unsuitable (i.e., students with a mental disability and students who are not proficient in English) and students whose physical or emotional problems would have made participation in the survey unduly difficult. A final sample of 653 of these students were selected for a followback study of these students. The eligibility status of these students was reassessed, their school enrollment status and basic demographic characteristics were determined, and student questionnaire data were obtained from those deemed able to complete a questionnaire. Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report* and in the *NELS:88 First Follow-Up Final Technical Report*. Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* includes additional detail about sample freshening, student subsampling, and base year sample ineligible students.

3.1.4 Second Follow-Up Sample Design

There were five basic objectives for the NELS:88 second follow-up sample design. **First**, the sample was to constitute a valid probability sample of all students enrolled in the twelfth grade in the 1991-1992 school year. This entailed freshening the sample with students who were twelfth graders in 1992 but were not in the eighth grade in the U.S. in the 1987-88 school year, just as the first follow-up sample had been freshened in 1989 to achieve a 1990-91 representative sample of sophomores. Additionally, it was necessary to reassess the eligibility status of selected students found in previous waves to be ineligible, and to include them in the cohort if they were determined to be eligible for the second follow-up. Second, to continue the examination of the dropping out phenomenon, dropouts were to be retained with certainty. **Third**, it was highly desirable for policy analysis purposes to retain the maximum number of Hispanics, Asians, and American Indians from the first follow-up sample. **Fourth**, to minimize nonresponse bias first follow-up nonrespondents were to be retained with certainty. **Fifth**, the sample was to be clustered in 1,500 schools from which contextual data--including school

Table 3.1.3-1
First follow-up sample by race breakdown[a]

	First Follow-Up Initial Selections	Freshened Sample	Dropped in final Subsampling[b]	Final Sample
All	21,474	1,229	1,997	20,706[c]
Asian/Pacific Islanders	1,367	89	141	1,315
Hispanics	2,828	246	323	2,751
American Indians	278	28	32	274
Blacks	2,265	235	280	2,220
Whites	14,349	554	1,061	13,842
Missing/Refused	387	77	160	304

[a] Figures in this table represent the first follow-up constructed variable frequencies. This variable--race identified at the time of sampling--is not the same variable included on the data files and reported in the codebooks. This variable was used because it was the only race variable that was constructed for initial sample members dropped in final subsampling.

[b] 1,821 members of the eighth-grade longitudinal cohort and 169 freshened tenth graders were dropped in Phase 3 subsampling. In addition, 7 members of the eighth-grade longitudinal cohort were discarded because they were selected in error during the base year.

[c] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. For additional details about the sample numbers of the two releases, see the *Second Follow-Up: Student Component Data File User's Manual*, section 3.1.2, under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

administrator, teacher, and transcript data--would be collected. It was hoped that these goals could be achieved with minimal loss to both sample efficiency and effective sample size.

Longitudinal Cohort. When second follow-up tracing of cohort members was completed, it was found that the first follow-up sample (that is, the sum of base year respondents and nonrespondents retained after first follow-up subsampling and first follow-up freshened students) was much more widely dispersed than had been anticipated. After eliminating the locations of the "known" dropouts[4] ($N=1,564$) from consideration (dropouts were sampled with certainty), the remaining eligible sample of students ($N=18,726$) was dispersed among 3,224 schools/locations. Including dropouts, there were 4,788 locations. Once non-school locations associated with dropouts, early graduates, institutionalized sample members, home study students, and unlocatable sample members were subtracted from the total, there were 2,258 school sites.

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[4] In the second follow-up, dropouts were defined differently for sampling purposes than for data collection purposes. (See the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual*, section 4.3.1 for further details regarding the definition of dropouts for data collection and assignment of questionnaire.) For sampling purposes, dropouts comprised all individuals who were classified in the first follow-up as ever having dropped out--that is, dropouts (individuals who were not enrolled in school in the spring term of 1990) and stopouts (spring term 1990 students with a recorded 1988-1990 dropout episode), regardless of their school enrollment status as of the second follow-up spring term 1991 tracing effort. In other words, dropouts who had since returned to school and stopouts who remained in school were still counted as dropouts for sampling purposes, along with institutionalized individuals and the additional dropouts identified during second follow-up tracing.

It was clear that even if no attempt were made to satisfy the second goal--retention with near certainty of Hispanics, Asians, and American Indians from the first follow-up sample--that the fifth goal of achieving a cluster of students in 1,500 schools could not be met without significant losses in sample efficiency, effective sample size, or both. Table 3.1.4-1 shows the distribution of students eligible for second follow-up sampling (excluding dropouts) by school size, as well as the number of schools with at least one sample member who was either Hispanic, Asian, or American Indian. The data in the table indicated that to achieve disproportionate retention of minority students most of the schools containing these students would have to be selected, leaving few additional sample selections to distribute among the remaining school sites and contradicting the initial sampling plan to include with certainty any school with at least five NELS:88 sample members enrolled at the school.

After consideration of several alternative allocations--taking into account the negative effects of subsampling on sample efficiency, the strong desire to retain as many Hispanics, Asians, and American Indians as possible, and the substantial investment made in two prior rounds in obtaining student, parent, teacher, and school data for those students who would have been subsampled out--it was decided to include all first follow-up sample members in the second follow-up sample.

Initial Selection of the Second Follow-Up School Sample. All first follow-up sample members remaining after subsampling were included in the second follow-up (all sample members dropped from the first follow-up due to subsampling were also excluded from the second follow-up). Additionally, the school administrator, teacher, and transcript components were limited to a maximum of 1,500 schools. For this reason it was still necessary to select a sample of schools, although the students falling outside that sample would not be excluded from the study. For students in the 1,500 schools selected, the full range of data--student, school administrator, parent, teacher, and transcript data--were collected; for the students in a school not among those selected, only student and parent data were collected.

A total of 2,258 schools were identified in the second follow-up tracing of the NELS:88 first follow-up sample; 1,500 of these were targeted for contextual data collection. In the spring of 1991, interviewers traced students to schools, and all 1,030 schools identified as having four or more first follow-up sample members enrolled were included in the school-level sample with certainty (i.e., probability of 1.0). Prior to the fall of 1991 the contextual school sample was finalized through the following sampling process. A random sample of 45 of the 60 (probability=0.75) schools containing three sample members was selected. A random sample of 104 of the 160 (probability=0.65) schools containing two first follow-up sample members was selected for retention. Finally, a random sample of 321 of the 1,008 (probability=0.31845) schools identified as containing one first follow-up sample member was selected for retention in the sample. In the fall of 1991 interviewers confirmed the enrollment of students at schools previously identified as enrolling three or fewer NELS:88 students.

School Sample for Freshening Purposes. Like the first follow-up student and school samples, the movement of students among schools resulted in a somewhat amorphous base from which to select schools and collect data. Students could have transferred any time between the time they were traced to a specific school in the spring of 1991 to the fall of 1991, when they were freshened in the fall of 1991, and when student and school administrator data were collected during the spring of 1992. It was possible for students to transfer to either a school that had been identified as a NELS:88 second follow-up sampled school or to a non-NELS:88 school.

Table 3.1.4-1
Clustering of first follow-up student sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
1	1974	579	1395
2	160	70	90
3	60	25	35
4	53	35	18
5	38	14	24
6	26	17	9
7	27	17	10
8	33	20	13
9	21	10	11
10	36	22	14
11	43	31	12
12	35	20	15
13	47	37	10
14	51	35	16
15	57	41	16
16	53	37	16
17	82	48	34
18	72	48	24
19	77	58	19
20	65	43	22
21	55	43	12
22	40	31	9
23	32	27	5
24	22	21	1
25	13	12	1
26	6	6	0
27	6	5	1
28	5	3	2
29	7	6	1
30	4	2	2
31	5	5	0
32	2	1	1
33	1	1	0
34	1	1	0
35	2	2	0
36	3	3	0
37	1	1	0
38	1	0	1
40	1	1	0
41	2	1	1
44	1	0	1

Table 3.1.4-1 (cont.)
Clustering of first follow-up student sample members eligible for second follow-up (schools [N=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
45	1	1	0
50	1	1	0
53	1	1	0
60	1	1	0
Total	3224	1383	1841

Note: known school-leavers are not included in the numbers above.

Because students may have transferred between schools at any time during the spring or fall of 1991, freshening did not necessarily occur at each of the 1,500 sampled schools in the second follow-up. Freshening occurred only at those schools enrolling NELS:88 sample members as of the first day of the 1991-1992 school year.[5]

3.1.5 Second Follow-Up Parent Sample

Selection of Parents. The second follow-up parent sample consisted of a subsample of the parents of student and dropout participants. While there is generally a one-to-one relationship between parents and the student and dropout participants, several features of the NELS:88 second follow-up parent sample depart from the strict requirements of a probability sample. For example, a very small but unknown number of parents had more than one sampled student or dropout participant and therefore had more than one chance of being selected in the parent sample. Second, the parent sample was self-selected, and only one parent could participate. Finally, the survey used a broad definition of parent or guardian as the person who is responsible for the teenager and is most knowledgeable about the teenager's current situation. Under this definition, persons such as a grandparent, aunt, uncle, or other adult relative completed a small percentage of parent questionnaires.

The primary purpose of the parent data file is to provide student-related contextual information that can be linked to individual records on the NELS:88 student file. The parent questionnaire weight, F2PAQWT, included on the parent data files, should be used for these analyses since it corrects for subsampling of parents and adjusts for parent nonresponse. Analysts who wish to generate population estimates from the parent data should keep the following important limitations regarding the generalizability of the parent data set in mind. The parent data used with the parent weight does not provide a nationally representative cross-section of all parents of dropouts or twelfth graders because of the reasons enumerated above. Using the parent data with the parent weight only provides analysts with a national cross-section of the self-defined "most knowledgeable" parent or guardian of, among other populations, dropouts from the eighth- or tenth-grade cohort and 1992 twelfth graders.

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[5] Only those freshened sample members who remained in school through the spring term became members of the HS&B-comparable NELS:88 sophomore cohort. However, autumn sophomores who had dropped out by spring were surveyed in both first and second follow-up. While these "freshened dropouts" were included on the original first follow-up public release, in the current re-release these cases appear only on the privileged use files.

For a very small number of sampled student and dropout participants, there was no adult parent or guardian who was responsible or knowledgeable about the teenager, and the parent of the sampled student or dropout was considered out of scope for the collection of a parent questionnaire. The small number of cases excluded from the parent survey for this reason fell into two general situations: the teenager had been married and living away from the teenager's biological family for several years; or the teenager's parent had been incarcerated for several years and the teenager was living independently. In both situations, there was no parent or guardian who could report on the student or dropout participant.

Selection of the Parent Subsample. During the data collection period, a subsample of parents was selected to ensure that completion rates for key subgroup populations were comparable with other subgroups. The probability of a parent's selection for the subsample was determined by the priority of the subpopulation of the parent's teenager. Subsampling occurred when seventy percent of data collection was completed at which point all parents for whom a questionnaire had not yet been collected received a selection probability. Four subpopulations (parents of dropouts; parents of students attending private schools; parents of students who were white, attended public school, and whose socioeconomic status was in the lowest quartile; and parents of black students) were retained with certainty; their selection probability was set to 1.0. An additional four subgroups (parents of Hispanic students attending public schools; parents of Asian students attending public schools; parents of students of other races--primarily American Indians and Alaskan natives--who attended public schools; and parents of white students with a high socioeconomic status who attended public schools) were assigned different selection probabilities greater than zero but less than one. A total of 1,601 parents from these four subgroups were not selected for the final sample of 17,750 parents.[6] Figure 3-1 indicates the number of second follow-up parent participants and nonparticipants included on the parent public use magnetic tape for student and dropout populations from the base year throughout the second follow-up. Table 3.1.5-1 lists the subgroups of the student population and the rates at which their parents were subsampled to create the final parent sample.

3.2 Calculation of Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonresponse adjustments are typically carried out separately within multiple weighting cells. This is the process that was applied to weighting NELS:88 data in all rounds.

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[6] While the total parent sample includes 17,750 parents, the parent public use tape includes only 17,610 parent records because fall-defined cohort sample members and their parents are excluded from public use files.

Figure 3-1: NELS:88 8th grade spring defined cohort status distribution in first and second follow-ups

Base Year	First Follow-Up Status	Second Follow-Up Status	N	Parent Participants	Parent Non-Participants and Ineligibles[b]
Students N = 20,062	Dropouts N = 1,029	Dropout	611	422	93
		Alt. Completer[a]	222	177	30
		Student	69	52	9
		Out of Scope	9	0	0
		Status Unknown	118	0	0
	Students N = 18,270	Dropout	1,041	768	104
		Alt. Completer	542	444	41
		Student	16,339	13,552	734
		Out of Scope	82	0	0
		Status Unknown	266	0	0
	Out of Scope N = 129	Dropout	11	7	3
		Alt. Completer	6	3	2
		Student	11	9	0
		Out of Scope	83	0	0
		Status Unknown	18	0	0
	Status Unknown N = 634	Dropout	58	33	8
		Alt. Completer	20	16	3
		Student	466	254	53
		Out of Scope	6	0	0
		Status Unknown	84	0	0
		(F1 Freshened Students)	862	630	130
		(F2 Freshened Students)	264	28	5

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[a] Alt. Completer = Alternative Completer or Alternative Student

[b] The 17,610 parent records on the parent public use data file include 16,395 participants and 1,189 nonparticipants. This column also includes 26 parents who were found to be out of scope for reasons described in section 3.1.5.

Table 3.1.5-1
Rates of subsampling for final second follow-up parent sample

	Parents of Student/ Dropout Cohort Subgroup	Subsampling Fraction
1.	Dropouts	1.0
2.	Private school students	1.0
3.	White students, public schools, low socioeconomic status	1.0
4.	Black students	1.0
5.	Hispanic students, public schools	0.5
6.	Asian students, public schools	0.8
7.	Other students, public schools	0.5
8.	White students, public schools, high socioeconomic status	0.3

3.2.1 Calculation of Base Year Sample Weights

The base year weights were based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells. Two different weights were calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with base year parent data), while BYADMWT applies to the 1,035 completed school administrator questionnaires. These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

The base year weighting procedures consisted of two basic stages:

Stage 1. Calculation of a preliminary base year weight based on the inverse of the product of the probabilities of selection for the base year sample.

Stage 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for noncompletion of an entire school questionnaire or student questionnaire. The unit varied depending upon the weight being adjusted.

The nonresponse-adjusted school weight was derived as the product of the school's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that 17 sampled schools did not return a completed questionnaire. The preliminary weight for students was based upon the inverse of the probability that the student's school was selected into the sample multiplied by the inverse of the probability that the student was sampled within the school. The nonresponse-adjusted student weight was derived as the product of the student's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled students did not participate, that is, did not return a completed questionnaire. Statistical properties of the base year weights are presented in Table 3.2.1-1.

Each school appearing on the NELS:88 base year school file, and each student appearing on the NELS:88 student file, has a value for the final weight variable. The weight represents the probability of selection into the sample, in addition to a factor that adjusts for nonresponse. Thus, the weight serves the purpose of allowing a particular case to represent other nonsampled cases within its sampling stratum, and to represent nonresponding cases similar to it in various respects. Because separate final student and school weights have been provided, the construction of each will be considered separately in the following discussion.

Base Year School Weights. The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight--which represented the inverse of the school's selection probability--was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. A logistic regression procedure was used to estimate in terms of a probability of nonresponding the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight.

Table 3.2.1-1
NELS:88 base year statistical properties of sample case weights

Weight	**School** **BYADMWT**	**Student** **BYQWT**
Mean	37.46	122.29
Variance	2,109.17	4,359.16
Standard deviation	45.92	66.02
Coefficient of variation (×100)	122.59	53.99
Minimum	1.54	2.44
Maximum	387.30	836.91
Skewness	2.69	2.18
Kurtosis	9.47	16.32
Sum	38,774	3,007,779
Number of cases	1,035	24,595

Next, a polishing procedure--multi-dimensional raking--further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was defined as a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

Base Year Student Weights. The final student weight, BYQWT, was also derived using a multistage process. A design weight for each eligible student on a participating school's sample roster represented the student's probability of selection within the school. A student-level nonresponse adjustment factor was calculated by forming weighting cells based upon the combination of certain levels of variables representing school type, region, ethnicity, and gender. For each student, the product of a preliminary school weight and the student's design weight was formed. This product was summed for participating and nonparticipating students within weighting cells. The ratio of the sums for all sampled students to participating students was used as the nonresponse adjustment factor for each student's design weight.

Because of the success in obtaining base year parent questionnaire for such a high percentage of students, a separate weight adjusted for parent nonresponse was not included on either the student or parent data files. A very close approximation of weighted parent values can be computed by applying the base year student weight, BYQWT, to base year parent responses. Because this is a student-based weight, the associated parent data will be missing for the 1,948 cases for which there is a base year student questionnaire, but no base year parent questionnaire.

3.2.2 Calculation of First Follow-Up Sample Weights

Two weights were developed for the overall NELS:88 first follow-up sample. The first, or *basic*, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their participation status in the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth-grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or *panel*, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection). Because a parent survey was not conducted in the first follow-up, a separate parent weight was not developed.

3.2.3 Calculation of Second Follow-Up Weights

Explanation of Weights. Eight weights were developed for inclusion on the data files. They include:

F2QWT This cross-sectional weight applies to all members of the second follow-up sample who completed a second follow-up questionnaire, regardless of their participation status in previous rounds. It allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year, in the tenth grade during the 1989-90 school year, or in the twelfth grade in the 1991-92 school year. By selecting the appropriate sample members with the flag G12COHRT, analysts can use F2QWT to make unbiased projections to such populations as 1992 twelfth graders.

F2CXTWT This cross-sectional weight applies to students who attended the schools selected for inclusion in the school administrator and teacher components and who

	completed a second follow-up questionnaire. The population was restricted to early graduates and students who were in the schools during spring data collection. This weight allows analysts to generate national statistics using the school administrator and teacher data despite the bias against small cluster sizes in sample selection.
F2PNLWT	This panel weight applies to sample members who completed a questionnaire in all three rounds of NELS:88. This can be used to make projections to the population of 1988 eighth graders.
F2F1PNWT	This panel weight applies to all sample members who completed both a first follow-up and a second follow-up questionnaire, regardless of base year status. This allows projections to the population consisting of persons who were in the eighth grade in 1988 or in the tenth grade in 1990. By selecting appropriate sample members with the flag F2F1PNFL, analysts can use F2F1PNWT to make projections to such populations as 1990 tenth graders.
F2TRSCWT	This cross-sectional weight applies to all early graduates, dropouts, students in sampled schools during spring data collection, and all sample members who were both ineligible for all three rounds of NELS:88 and were in the twelfth grade during the 1991-92 school year for whom we received a transcript.
F2TRP1WT	This panel weight applies to sample members who were participants in 1988, 1990, and 1992 (all three rounds of NELS:88) and for whom transcript data are available. F2TRP1WT allows analysts to perform panel analyses using transcript data in conjunction with 1988, 1990, and 1992 test and questionnaire data.
F2TRP2WT	This panel weight applies to sample members who were participants in 1990 and 1992 (the first and second follow-up) and for whom transcript data are available. F2TRP2WT allows analysts to perform panel analyses using transcript data in conjunction with 1990 and 1992 test and questionnaire data.
F2PAQWT	This cross-sectional weight applies to all parents included in the final parent sample for whom data were collected during the second follow-up.

The Second Follow-Up Parent Weight: Cross-sectional and Panel Analyses. The second follow-up parent weight, F2PAQWT, accounts for the subsampling of the parent sample during data collection. It can be used in cross-sectional and panel analyses either in conjunction with student or dropout data or as a stand-alone data set. When using F2PAQWT with only the second follow-up parent data, it is important that the analyst be aware of the caveats discussed in sections 1.4 and 3.1.5. F2PAQWT is not adjusted for base year parent nonresponse, and it does not account for cases where the base year parent responded but cannot be included in a panel analysis because the second follow-up parent did not respond. Since F2PAQWT is not calibrated for panel analyses, researchers should use caution if employing F2PAQWT in longitudinal analyses involving base year and second follow-up parent data. They should carefully assess bias, relative to the subpopulations of interest and their specific analytic goals.

Process for Calculation of Second Follow-Up Weights. A basic four-step process was defined for the calculation of all eight questionnaire weights. The first step, developing a classification scheme, was done at the beginning of the weighting process for all students in the sample. The values remained static and were used throughout the process for all weights. Steps 2 through 4 were followed for all weights, but the results of each were tailored according to the characteristics of each weight's specific population.

Step 1. Develop a classification scheme.

All sample members were divided into basic sample groups depending upon their status during data collection for each of the three rounds of NELS:88. Freshened students were assigned the status of their linked student for those rounds where they had not been in the sample. Students for whom status was unknown had their status imputed based upon the distribution of status across others in their base year, first follow-up, or second follow-up categories and, where group size permitted, race and gender were also considered. The eight basic classification categories for a single round are defined as:

1. Eligible, dropout as of survey date;
2. Eligible, in school, in expected grade;
3. Eligible, in school, not in expected grade;
4. Ineligible
    a. in school, in expected grade
    b. in school, not in expected grade
    c. not in school;
5. Out of scope (deceased or out of country);
6. Eligible, freshened, dropout as of survey date;
7. Eligible, freshened, in school; and,
8. Ineligible, freshened.

In this classification scheme, "dropout" (following the High School and Beyond definition) generally refers to a student who has left a diploma-granting high school program. This included members who were not pursuing an education at all, home study students, members who were continuing their education in a non-traditional setting (e.g., preparing for the GED examination), and institutionalized sample members. There are two exceptions to this general rule. First, early graduates were included in the "in school" category. Second, because sample members who attended non-traditional schools during the first follow-up were classified as students then, they were treated as such during the calculation of their first follow-up status.

"Ineligible" refers to members who were not given the questionnaires due to a language barrier or a mental or physical incapacity.

"Expected grade" means tenth grade in the first follow-up and twelfth grade or early graduate in the second follow-up.

Step 2. Establish second follow-up design weight.

The design weight reflects the selection probabilities for each case for a given population. Sample members may have multiple design weights that vary depending upon the weight that is being calculated. For the weights unaffected by school sampling (F2QWT, F2PNLWT, F2F1PNWT) and for the dropouts, early graduates, and ineligible twelfth graders in F2TRSCWT,[7] the design weight used is equal to the first follow-up design weight. Second follow-up freshened students take on the first follow-up design weight of the student they were linked to in the freshening process. When sample members are included due to their association with a sampled school in F2TRSCWT and for all members in the F2CXTWT population, it is equal to the first follow-up design weight divided by their school's second follow-up selection probability. For students represented in the parent sample, the calculation of F2PAQWT uses the first follow-up design weight divided by the parent's second follow-up selection probability.

Step 3. Adjust for second follow-up nonresponse.

Nonresponse adjustment cells were based upon combinations of the classification values from step 1 as well as race (Hispanic, API, other, unknown), and gender for the members of that weight's population. The second follow-up design weight for each responding sample member was inflated by a factor equal to the inverse of the weighted response rate for their cell. This yielded their nonresponse adjusted weight. This step was performed independently for each weight calculated. For second follow-up freshened students the nonresponse adjusted weight serves as their final weight.

Step 4. Perform multidimensional raking.

Sample members who were not freshened in the second follow-up had their second follow-up nonresponse adjusted weight further adjusted through a raking step. The total sum of the weights and percentage distributions that were used in raking were developed as follows:

a) Targets were developed that used the second follow-up expanded sample weight. The second follow-up expanded weight is a weight that was calculated for every sample member in order to estimate national dropout rates.[8] It was used in developing total sum of weights targets to ensure consistency in dropout rates derived when using questionnaire weights. These targets were calculated separately for each of the eight questionnaire weights and reflected the characteristics of each weight's inference population. Two types of target numbers were developed. The sum of expanded weights for a given questionnaire weight's inference population was used as the target total population for that questionnaire weight. Weighted frequency distributions using the expanded weights associated with a questionnaire weight's inference population were calculated for the following: dropout rates between base year and first follow-up; dropout rates between first follow-up and second follow-up; and first follow-up status (from step 1) and second follow-up status (from step 1).

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[7] Included in the transcript data files are approximately 90 students who were ineligible in all three rounds of NELS:88 and were seniors in 1992.

[8] For sample members not freshened in the second follow-up, the process involved using a multidimensional raking procedure to adjust the second follow-up design weight where the marginal target categories were based on roster race (API, Hispanic, other, unknown) and gender, base year school type, base year school region, base year school urbanicity, and the status values from the classification scheme described above in step 1. Target margins for the expanded weight were calculated using the first follow-up expanded sample weight (a similar weight developed in the first follow-up for estimating the 1988-90 dropout rate) for students for whom one was calculated and first follow-up design weights for the first follow-up sample members who did not receive a first follow-up expanded weight (such as the freshened). Second follow-up freshened students have their second follow-up design weight as their expanded sample weight. This step was performed for the sample as a whole.

b) Additional percentage targets were developed for raking using first follow-up weights. Calculated independently for each of the eight weights according to the characteristics of each inference population, these targets used F1QWT for sample members who had been eligible for the first follow-up questionnaire or the first follow-up design weight for those who were not. Weighted frequencies calculated using these weights were used as target distributions. These target categories included race (white, black, Hispanic, API, American Indian, unknown), gender, base year school region, base year school type, and base year school urbanicity.

Results of Weighting. To check the second follow-up parent weight, its statistical properties were analyzed. Table 3.2.3-1 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for the weight. Tables showing results for the remaining weights can be found in the student, school (contextual weight), and transcript (transcript weights), data file user's manuals and the *NELS:88 Second Follow-Up Sample Design Report*.

Table 3.2.3-1
Statistical properties of the second follow-up parent weight

WEIGHT	**F2PAQWT**
Mean	196.41
Variance	61981.79
Standard Deviation	248.96
Coefficient of Variation (X 100)	126.76
Minimum	2.39
Maximum	7307.02
Skewness	9.26
Kurtosis	151.42
Sum	3,247,182
Number of Cases	16,395

3.3 Standard Errors and Design Effects

In this section we discuss the calculation of standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value.

Survey Standard Errors. Because the NELS:88 sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

The calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[9] Consequently, it is largely a matter of convenience which approach is taken. For NELS:88, NORC used the Taylor Series procedure to calculate the standard errors.

Design Effects. The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as DEFF). For any statistical estimator such as a mean or a proportion, the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effects and root design effect:

$$1) \quad \text{DEFF} = \frac{(\text{DESIGN-SE})^2}{(\text{SRS-SE})^2}$$

$$2) \quad \text{DEFT} = \frac{\text{DESIGN-SE}}{\text{SRS-SE}}$$

where DESIGN-SE designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and SRS-SE designates the standard error of the same estimate calculated as if the survey design was a simple random sample.

3.3.1 Base Year Standard Errors and Design Effects

Selection of Base Year Items. Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 base year student, school, and parent data.[10] The 30 variables from the student questionnaire were selected to overlap as much as possible with those variables examined in High School and Beyond. The remaining variables from the student questionnaire and from the parent and school questionnaires were selected randomly from each topical section of each questionnaire. Standard errors and design effects were calculated for each statistic both for the sample as a whole and for selected subgroups. For both the student and parent analyses, the subgroups were based on the student's sex, race and ethnicity, school type (public, Catholic, and other private), and socioeconomic status (lowest quartile, middle two quartiles, and highest quartile). For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth-grade enrollment (at or below the median and above the median).

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[9] Frankel, M.R., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971).

[10] For a more detailed presentation of design effects for individual items for the total sample and for various subsamples, see the *NELS:88 Base Year Sample Design Report*. For tables of base year parent and school administrator questionnaire data standard errors and design effects, see the respective base year data file user's manuals, or the sample design report.

3.3.2 First Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 first follow-up student and dropout data.[11] The goal was to estimate standard errors/design effects for all respondents including dropouts, on the one hand, and separately for dropouts, on the other. Because a special contextual weight was not constructed in the first follow-up, standard errors and design effects were not calculated separately for the school component.

3.3.3 Second Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 second follow-up student, dropout, parent, school, and teacher data. As in the first follow-up analysis, the goal was to estimate standard errors/design effects for all respondents including dropouts and separately for dropouts.

Selection of Second Follow-Up Items. The same selection criteria were used for all components in selecting the items for standard error and design effect analysis. The first criterion was whether a question had been used in the NELS:88 base year analyses of standard errors and design effects. For the parent component this overlap resulted in the inclusion of 11 items. For the remaining 19 items, policy relevance was the second criterion for selecting items. This criterion was applied in order to ensure that variables that are important to analysts, thus likely to have a higher frequency of use, were represented. These items consisted primarily of critical items in the parent questionnaire.

Results. Standard errors and design effects were calculated for each of the parent questionnaire items for the parent sample as a whole and for selected subgroups. The subgroups were based on the student respondent's sex, race/ethnicity, school type (public, Catholic, or other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile), and urbanicity (urban, suburban, and rural). Student characteristics were used so that design effects for subgroups could be compared with those calculated using items from the student questionnaire, and to emphasize that students are the units of analysis by design in the NELS surveys. NELS:88 second follow-up parent survey responses are best thought of as providing contextual information for better understanding the background and home education support system of NELS:88 students and school leavers.

The standard errors and design effects were calculated using the second follow-up parent weight, F2PAQWT, with the 30 items selected from the parent survey. A description of F2PAQWT is presented in section 3.2.3. Standard errors and design effects are shown in Table 3.3.3-1.

Despite the subsampling of parent nonrespondents, the overall mean design effect for the second follow-up parent survey (mean DEFF=3.68) is virtually identical to that for the second follow-up student component (mean DEFF=3.71). Subgroup design effects shown in Table 3.3.3-2 are very close to those for the student survey, with the exception of respondents from other private schools. The mean design

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[11] For a more detailed presentation of the first follow-up design effects for individual items for the cohort sample and for various subsamples, see the *NELS:88 First Follow-Up: Student Component Data File User's Manual.*

Table 3.3.3-1 NELS:88 second follow-up: standard errors and design effects, (*N*=16,395)

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
Teen lives with R all of the time	F2P2	87.80	0.511	3.983	1.996	16342	0.256
Teen has parent who lives outside home	F2P4	35.43	0.713	3.617	1.902	16277	0.375
R's marital status single, never married	F2P7	3.29	0.242	3.011	1.738	16357	0.139
R's marital status is living like married	F2P7	1.28	0.131	2.225	1.492	16357	0.088
R is not working but is looking for work	F2P11A	3.67	0.260	3.102	1.761	16231	0.148
Spouse/partner is working full time	F2P11B	62.94	0.691	3.207	1.791	15666	0.386
Respondent is a full-time homemaker	F2P13	5.35	0.256	1.975	1.405	15264	0.182
Respondent's occupation is "operator"	F2P13	5.40	0.259	2.004	1.416	15264	0.183
Spouse/partner's occupation is "laborer"	F2P16	10.45	0.503	3.433	1.853	12698	0.271
Spouse/prtnr's occupation-"schl teacher"	F2P16	3.02	0.273	3.233	1.798	12698	0.152
R's race/ethnicity-Asian or Pac Islander	F2P19	3.23	0.282	4.143	2.035	16293	0.139
R's race/ethnicity-black, not Hispanic	F2P19	13.66	0.856	10.122	3.181	16293	0.269
Lang oth thn Englsh spoken in R's home	F2P27	15.34	0.872	9.549	3.090	16308	0.282
Is R's teen currently enrolled in school	F2P30	85.41	0.604	4.777	2.186	16322	0.276
Strongly agree-homework is worthwhile	F2P42B	17.90	0.552	3.333	1.826	16075	0.302
Strongly disagree-the school is safe	F2P42I	6.06	0.320	2.899	1.703	16105	0.188
Sch contacted R abt academc performanc	F2P43A	53.19	0.669	2.912	1.706	16197	0.392
Contacted sch about academc performanc	F2P44A	56.00	0.662	2.899	1.703	16301	0.389
Contacted schl about academic program	F2P44B	46.43	0.685	3.036	1.742	16092	0.393
Never discuss w/ teen things teen studies	F2P49C	5.47	0.337	3.548	1.883	16152	0.179
Family rule about maintaining grade avg	F2P51A	61.48	0.670	2.971	1.724	15675	0.389
R has lived in neighborhd less than 1 yr	F2P58	3.29	0.288	4.261	2.064	16330	0.140
R expects teen to finish college	F2P61	37.29	0.629	2.764	1.663	16337	0.378
R talked to teen abt applying for college	F2P63	95.24	0.308	3.412	1.847	16300	0.167
Proportion of parents who make less than median gross family income	F2P74	51.10	0.911	5.210	2.282	15686	0.399
Spent less than $500 on education this yr	F2P77	60.69	0.734	3.537	1.881	15662	0.390
R plannd to remortgag proprty/take loan	F2P79I	12.96	0.426	2.344	1.531	14574	0.278
R had teen put aside earnings	F2P79J	46.71	0.697	2.854	1.689	14622	0.413
Teen's grades not high enough to qualify	F2P89B	27.62	0.876	2.921	1.709	7608	0.513
Respondent has completed college	F2P101A	15.18	1.418	3.278	1.811	2099	0.783
Mean				3.685	1.880		
Minimum				1.975	1.405		
Maximum				10.122	3.181		
Standard deviation				1.791	0.388		
Median				3.220	1.794		

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[a] Standard error calculated taking into account the sample design.
[b] Standard error calculated under assumptions of simple random sampling.

Table 3.3.3-2
Mean design effects (DEFFs) and root design effects (DEFTs) for parent questionnaire data

Group	Mean DEFF	Mean DEFT
All Respondents	3.69	1.88
Male	3.16	1.74
Female	3.22	1.77
White	3.05	1.73
Black	2.77	1.63
Hispanic	2.28	1.48
Asian/Pacific Islander	2.57	1.57
American Indian/ Alaskan Native	2.25	1.45
Public schools	3.25	1.76
Catholic schools	2.54	1.55
Other private schools	8.83	2.72
Low SES	2.83	1.65
Middle SES	2.87	1.67
High SES	3.07	1.72
Urban	4.17	2.00
Suburban	2.88	1.66
Rural	3.54	1.72

Note: Each mean is based on 30 questionnaire items.

effect is more than twice the size of that calculated in the base year (other private schools parents: second follow-up mean DEFF=8.83, base year mean DEFF=4.11). This suggests that the cluster effect is higher than in the base year survey, perhaps representing greater homogeneity of responding among parents in this subgroup.

Compared to the NELS:88 base year parent survey, the mean design effect from the second follow-up parent survey is higher (mean DEFF=2.48 in the base year parent survey, and 3.68 in the second follow-up parent survey). Second follow-up parent survey subgroup mean design effects fluctuate in their distance from the corresponding base year parent survey mean design effects. The differences are small but generally consistent with the overall finding of slightly larger design effects for the second follow-up data. This result is also consistent with the finding that student design effects are larger in the second follow-up survey, compared to the base year survey. Both these results can be explained by the 1990 student and 1992 parent subsampling and corresponding larger weights occurring after the base year survey.

3.4 Additional Sources of Nonobservational Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement and design effects for key variables) were presented earlier in this chapter (see section 3.3). In this section, other sources of nonobservational error are discussed.

Nonobservational error results from measurements not being taken from a portion of the population.[12] Several factors comprise nonobservational error, including nonresponse biases caused by unit and item nonresponse and undercoverage. Nonresponse is readily quantified. While many data quality factors are difficult to measure in the non-experimental context of large-scale survey administration, NELS:88 offers the possibility of comparing reports from multiple sources, thereby permitting some approximate but useful validity parameters. Following is a discussion of nonobservational error in the parent component in terms of nonresponse. A detailed discussion of student undercoverage appears in the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

3.4.1 Second Follow-Up Unit Nonresponse

Unit nonresponse occurs when an individual respondent (such as a parent, student, or teacher) declines to participate, or when the cooperation of a school cannot be secured. In the base year, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and so on, the impact of nonresponding schools on the quality of the student sample is small (for details, see the *Base Year Sample Design Report*, pp. 33-39). School nonresponse has not been assessed in the second follow-up for two reasons. First, there was very little no school-level nonresponse--institutional cooperation levels approached 99 percent. Second, the second follow-up sample was student-driven, unlike the two-stage base year sample. Hence, even if a school refused, the individual student was pursued outside of school.

The effect of student-level nonresponse within the responding schools was not assessed in the base year, although males, blacks, and Hispanics tended to be nonparticipants more often than females, whites or Asians. The effects of individual nonparticipation in the base year, first and second follow-ups will be systematically examined, and reported in future NELS:88 documentation.

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[12] Groves, R. M., *Survey Errors and Survey Costs*. New York: John Wiley and Sons, 1989, page 11.

3.4.2 Second Follow-Up Item Nonresponse

Analysis of survey error is important for understanding potential bias in making inferences from an obtained sample to a population. Sampling and nonsampling errors are the key constituents of total survey error. Sampling error is quantified through the standard errors and design effects for key variables. There are various sources and types of nonsampling measurement error, including estimate error or bias associated with unit (individual) nonresponse and item nonresponse. This section reports specifically on nonsampling error as a function of item nonresponse. In addition to its role as a potential source of bias, item nonresponse also has the effect of diminishing the number of observations that can be used in calculating statistics from affected data elements and thus increases sampling variances. Since item nonresponse is an important potential and uncorrected source of data bias, it is necessary to measure its impact so that analysts can properly take potential response biases into account.

Item nonresponse occurs when a respondent fails to complete certain items on the survey instrument. While bias associated with unit nonresponse has been controlled by making adjustments to case weights, item nonresponse has generally not been compensated for in the NELS:88 parent component data set. There are two exceptions to this generalization.

The first exception is machine editing, through which, occasionally, certain nonresponse problems are rectified by imposing inter-item consistency, particularly by forcing logical agreement between filter and dependent questions. Thus, for example, the missing response to a filter question can often be inferred if the dependent question has been answered. Because the edited files were used in the nonresponse analysis reported below, this adjustment to item nonresponse is reflected in the results of the analysis.

The second exception is that some key student and parent classification variables have been constructed in part from additional sources of information when student data are missing. Thus, data from school records (for example, student sex or race/ethnicity as given on the sampling roster) or other respondent sources (for example, the new student supplement) have been used to replace missing student or parent data. Because composite variables were not included in the nonresponse analysis, this adjustment of missing data is *not* reflected in the statistics reported below.

A further point to note is that there may be some hidden nonresponse in the NELS:88 questionnaires that is impossible to quantify. This is the case because for a few questions, a "mark all that apply" format was used. While such a format results in slightly less burden on the respondent, it also makes it impossible to distinguish between a negative response and nonresponse. This conflation of negative response and nonresponse creates the potential for nonresponse biases that cannot be measured and thus cannot become the basis for precise warnings to users about the limitations of data.

A final point to note is that, implicitly, unit nonresponse is a further source of missing item data--that is, nonparticipating parents complete no questionnaire items. Weights accommodate parent level nonresponse by projecting questionnaire data to the full student population, with appropriate adjustments for defined subgroups. However, they cannot compensate for the bias that arises if nonrespondents would have answered the questionnaire differently than respondents. For this reason, "total response" should be thought of as the survey (unit) response rate times the item response rate. (For example, given a weighted 1992 parent response rate of 90.6 percent, and an item response rate of 94.9 percent, total response would be 85.9 percent.)

Two main objectives inform this item nonresponse analysis. One objective is to quantify mean questionnaire nonresponse overall. A second objective is to describe nonresponse patterns in terms of questionnaire item characteristics. In order to realize the first objective, average nonresponse rates were calculated for each item, and were classified by mode of questionnaire administration. In order to fulfill the second objective, nonresponse was measured as a function of three characteristics: 1) position in the questionnaire; 2) topic; and 3) whether the item was contingent on a filter.

Population and Data File Definitions

Definition 1: "Item"

For purposes of this analysis, "item" refers to each data element or variable. For a question composed of multiple subparts, each subpart eliciting a distinct response is counted as an item for item nonresponse purposes. Thus, a single question that poses three subquestions is treated as three variables.

Definition 2: "Response Rate"

NCES standards stipulate that item response rates (Ri) "are to be calculated as the number of respondents for which an in-scope response was obtained (i.e., the response conformed to acceptable categories or ranges), divided by the number of completed interviews for which the question (or questions if a composite variable) was intended to be asked.":

$$Ri = \frac{\text{weighted \# of respondents with in-scope responses}}{\text{weighted \# of completed interviews for which question was intended to be asked}}$$

In-scope responses were considered to be valid answers (including a "don't know" response when this was a legitimate response option). Out-of-scope responses were multiple responses to items requiring only a single response, refusals, and missing responses.

Definition 3: "Analysis Populations"

Item nonresponse analysis population. All subsampled parents of an eligible student or dropout who completed a parent questionnaire, and whose teen completed a student or dropout questionnaire.

Definition 4: "Parent Questionnaire Data File"

The public use data elements with machine-edited, weighted data were used as the basis for the analysis. Nonresponse rates of composite and other constructed variables were not examined in this analysis.

Definition 5: "Nonresponse"

For the parent questionnaire several numerical reserved codes were used to categorize nonresponse. The reserved codes and definitions appear below. The first three--reserved codes 6, 7 and

8--define out-of-scope or illegitimate nonresponse, and were used as the basis for this nonresponse analysis.

6 = Multiple Response. For an item that required one response only, the respondent marked more than one response, and the multiple response could not be resolved.

7 = Refused Critical Item. Respondent was unwilling to answer the question at the time of the questionnaire administration and upon nonresponse follow-up by survey administrators.

8 = Missing. The response datum is illegitimately missing. That is, a datum that should be present for this respondent is missing.

9 = Legitimate Skip. The response datum is legitimately missing. That is, owing either to responses to preceding filter questions or to other respondent characteristics data for this item should not be present for this respondent. Responses under reserved code 9 were not included in the nonresponse analysis.

DK = "Don't Know." "Don't Know" is often used as a nonresponse code. In the NELS:88 data set, "Don't Know" is embedded as a legitimate response category in some of the questionnaire items. For purposes of this analysis, "Don't Know" was not classified as a nonresponse.

Item-Level Nonresponse. Table 3.4-1 shows descriptive statistics for parent questionnaire item nonresponse overall and for items grouped into categories depending upon their position in the questionnaire, the topic they addressed, and whether they were part of a skip or filter pattern. The mean item nonresponse rate for the NELS:88 second follow-up parent questionnaire is 5.1 percent.

The second follow-up parent survey's mixed modes of administration contributed to the high rates of item response found. Some 9,639 questionnaires (58.8 percent) were self-administered. The relatively high degree of motivation demonstrated by these parents helped to counteract the lengthiness and demanding skip patterns of the parent questionnaire. Less motivated parents were guided through 6,756 (41.2 percent) questionnaires by a telephone interviewer. Mean telephone-administered parent questionnaire item nonresponse was 3.2 percent, while mean self-administered questionnaire item nonresponse was 6.2 percent.

Item-Level Nonresponse by Item Placement and Characteristic: Parent Questionnaire. Respondent burden associated with the length of the second follow-up parent questionnaire contributed to item nonresponse. Mean item nonresponse in the final third of the parent questionnaire is 7.2 percent, compared with 5.3 percent in the first third and 2.9 percent in the second third. Self-administered parent questionnaires display a similar pattern. Items in the final third of self-administered parent instruments display a mean nonresponse rate of 8.6 percent, while items in the first and second thirds have nonresponse rates of 6.7 percent and 3.2 percent respectively. Questionnaires administered by telephone break this pattern. Items in the first third of telephone administered questionnaires have the highest nonresponse rate (4.0 percent), while items in the second and final thirds display nonresponse rates of 1.9 percent and 3.6 percent respectively.

Table 3.4-1
Percent nonresponse on the parent component data file by various item characteristics

Domain	Average	Standard Deviation	Minimum	Maximum	Number of Items
Overall	5.14	5.83	0.00	46.14	388
Position					
First Third	5.25	4.72	0.26	23.16	128
Second Third	2.90	2.10	0.40	11.14	129
Last Third	7.24	8.11	0.00	46.14	131
Topic (in order of appearance in the questionnaire)					
Family Background	2.86	3.04	0.26	23.16	78
School Life	5.74	4.50	0.47	15.16	103
Family Life	2.99	2.59	0.40	11.14	71
Future Plans	2.74	2.01	0.45	10.20	48
Financial Info	8.39	8.19	0.00	38.62	73
New Parent Info	15.00	10.79	3.72	46.14	15
Filtered					
No	2.34	1.91	0.00	14.20	198
Yes	8.10	7.01	0.90	46.14	190

Item Nonresponse by Topic. At 5.7 percent, mean item nonresponse in part two of the parent questionnaire, "Your Teenager's School Life," is slightly higher than rates found in other sections. Overall, however, item nonresponse rates in the "School Life" section are quite low. The slightly elevated nonresponse rates in the "School Life" section may be a product of increased respondent burden associated with the long, dense lists of items contained in section two.

Three factors probably contribute to the 8.4 percent mean item nonresponse rate found in the "Financial Information and Education Costs" section of the parent questionnaire. First, part five is the last section completed by all parents except those new to NELS:88 with the exception of locator information. Respondent fatigue decreased response to items in this section. Second, some respondents may have chosen not to answer the financial items in part five due to the sensitivity of those items. Third, a few respondents may have lacked the knowledge of their household's finances needed to answer items in part five.

"Part Six: Supplemental Questions for Parents New to NELS:88," is located at the end of the second follow-up parent instrument. Parents new to NELS:88 had, on average, lower SES and lower educational attainment. These characteristics are often associated with higher nonresponse and may have interacted with the length of the questionnaire and the parent's perception of the burden of the questionnaire. (For example, completing a self-administered questionnaire is a more arduous task for poor readers.) The effect of respondent fatigue on nonresponse in part six can be seen when self-administered questionnaires (which on average impose more burden on respondents) are compared with telephone administered questionnaires. Telephone administered parent questionnaires display a mean part six item nonresponse rate of only 11.7 percent, compared with 17.1 percent in self-administered questionnaires.

In self-administered questionnaires routing to part six depends on the respondent's answer to question 94b. If the respondent failed to answer this key filter item, it is quite possible that the respondent also failed to answer part six. Retrieval of parent data was conducted for only the critical items listed in Appendix H; however, data retrieval from parents who failed to answer 94b would have decreased the nonresponse for this item.

Item Nonresponse by Dependence on a Filter Question. Second follow-up parent questionnaire nonresponse is over three times higher in items dependent on a filter question. This fact holds true whether the questionnaire was self-administered or telephone administered. In self-administered questionnaires items not dependent on a filter question had a mean nonresponse rate of only 2.8 percent, compared with 9.8 in filtered items. Similarly, nonresponse in telephone administered items not dependent on a filter question was 1.5 percent, compared with 5.0 in items dependent on a filter question.

Dependent items carry with them missing data from the corresponding filter item. Parent questionnaire filter items would probably have benefitted from the High School & Beyond practice of making nearly all filter items critical and thus subject to retrieval. The nonresponse rates reported here for items dependent on a filter question are inflated to the extent that the rates contain "hidden skips." Hidden skips are those missing responses that would have been skips had the respondent answered the appropriate filter item. Unfortunately it is not possible to quantify hidden skips.

Parent Survey Item-Level Nonresponse by Critical Items. The nonresponse rate for parent survey critical items is 2.4 percent, well below the rate found in the second follow-up student questionnaire (3.3 percent) or the second follow-up dropout questionnaire (4.2 percent). Of the parent instrument's 53 critical items three items (questions 95, 101A, and 101B) are located in the last section, "Supplemental Questions for Parents New to NELS:88." Nonresponse rates for these three questions range from 8.6 percent to 19.0 percent. When questions 95, 101A, and 101B are excluded from analysis, the mean nonresponse rate for critical items drops to 1.8 percent. The item nonresponse rates for each of the critical items in the parent questionnaire are shown in Table 3.4-2.

Summary and Conclusions. Second follow-up parent questionnaire item nonresponse rates benefitted from telephone administration of 6,756 questionnaires. Telephone administration of 41.2 percent of the questionnaires decreased, but did not eliminate, the effects of questionnaire length and filter items on item nonresponse. Mean weighted parent questionnaire total response, 85.9 percent, is well within the NCES standard. NCES's standard asserts that total weighted response (unit nonresponse multiplied by item nonresponse) should be at least 70 percent.

Table 3.4-2
Nonresponse for critical items in the parent questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2P2	0.31%	0.33%
F2P4	0.69%	0.72%
F2P7	0.26%	0.23%
F2P13	0.90%	1.01%
F2P16	2.36%	2.20%
F2P19	0.80%	0.62%
F2P1A	1.22%	0.29%
F2P1B	2.14%	2.19%
F2P27	0.70%	0.53%
F2P30	0.47%	0.45%
F2P61	0.46%	0.35%
F2P74	4.09%	4.33%
F2P95	8.63%	8.07%
F2P11A	1.00%	1.00%
F2P11B	5.03%	4.45%
F2P44A	0.85%	0.57%
F2P44C	1.02%	0.76%
F2P79A	2.03%	1.98%
F2P79B	2.42%	2.47%
F2P79C	2.43%	2.50%
F2P79D	2.33%	2.35%
F2P79E	2.41%	2.41%
F2P79F	2.37%	2.39%
F2P79G	2.56%	2.54%
F2P79H	2.32%	2.26%
F2P79I	2.59%	2.56%
F2P79J	2.28%	2.24%
F2P101A	9.17%	8.94%
F2P101B	18.99%	17.52%
F2P18A1	1.67%	1.41%
F2P18A2	1.67%	1.41%
F2P18A3	1.67%	1.41%
F2P18A4	1.67%	1.41%
F2P18A5	1.67%	1.41%
F2P18A6	1.67%	1.41%

Note: For a list of the actual questions, refer to Appendix H.

Table 3.4-2 (cont.)
Nonresponse for critical items in the parent questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2P18B1	2.04%	1.81%
F2P18B2	2.04%	1.81%
F2P18B3	2.04%	1.81%
F2P18B4	2.04%	1.81%
F2P18B5	2.04%	1.81%
F2P18B6	2.04%	1.81%
F2P18C1	1.85%	1.68%
F2P18C2	1.85%	1.68%
F2P18C3	1.85%	1.68%
F2P18C4	1.85%	1.68%
F2P18C5	1.85%	1.68%
F2P18C6	1.85%	1.68%
F2P18D1	1.87%	1.54%
F2P18D2	1.87%	1.54%
F2P18D3	1.87%	1.54%
F2P18D4	1.87%	1.54%
F2P18D5	1.87%	1.54%
F2P18D6	1.87%	1.54%

Note: For a list of the actual questions, refer to Appendix H.

IV. Data Collection

This chapter describes the data collection procedures for all components of the NELS:88 second follow-up: parent, student and dropout, school administrator, teacher, and academic transcript and course offerings. The design of the second follow-up closely resembled that of the first follow-up and was executed in three phases which spanned two years. Self-administration and telephone administration were the primary modes of data collection for the components of the second follow-up. Although data collection did not occur for the parent component until the third phase of the study in 1992, pre-data collection activities related to the parent component were conducted in the first and second phases of the study in 1991. Phase three was conducted in 1992 and constituted the data collection effort. Figure 4-1 summarizes the activities conducted during the three phases of the second follow-up.

4.1 Second Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January through June of 1991, phase 1 involved securing state, district, and school-level cooperation for the study as well as tracing sample members. State cooperation with NELS:88 was secured for all fifty states and the District of Columbia. District and school-level cooperation were secured for first follow-up schools with four or more sample members still in attendance in the spring of 1991.

Tracing sample members served two purposes: defining the schools to be included in the second follow-up sampling process and locating sample members for data collection. As in the first follow-up, the second follow-up study was designed such that only students attending a school included in the second follow-up school sample would receive the full complement of contextual data including school administrator and teacher reports. To maximize the number of students to receive the full complement of contextual data, interviewers attempted to trace all sample members to either their first follow-up school of attendance or to a new school. Once students were traced to a school, the second follow-up school sample was drawn such that the greatest number of students would be included in the school sample and receive the full complement of contextual data.

The second purpose of tracing related to data collection. Interviewers attempted to trace students to their first follow-up or new school of attendance, and prior to the beginning of phase 2 the sample of second follow-up schools was finalized. If an interviewer was unable to confirm school enrollment for a cohort member through the first follow-up school or a new school, the interviewer traced the sample member to a home address to confirm that the student was enrolled in a school or that the student had left school. Through tracing students to a first follow-up school, a new school, or a home address, and through the selection of the schools to be included in the second follow-up school sample, interviewers were able to forecast whether a student's data would be collected through a second follow-up school or if a sample member would need to be contacted separately during data collection. Confirmation of a sample member's enrollment status determined which type of questionnaire--student or dropout--the sample member would be administered during the data collection period.

Phase 2. From September to December 1991, phase 2 pre-data collection activities occurred for all components of the study, and some phase 1 activities continued. District and school-level cooperation were verified again for any schools selected for the second follow-up sample for which cooperation was not gained in phase 1. Tracing continued for sample members who were not located during phase 1, and enrollment was confirmed for students who were traced to a school which was selected for the second follow-up school sample. Students attending a school not included in the second follow-up school sample and sample members who had left school were also traced again to their school of attendance or to a

Figure 4-1: Second follow-up data collection phase diagram

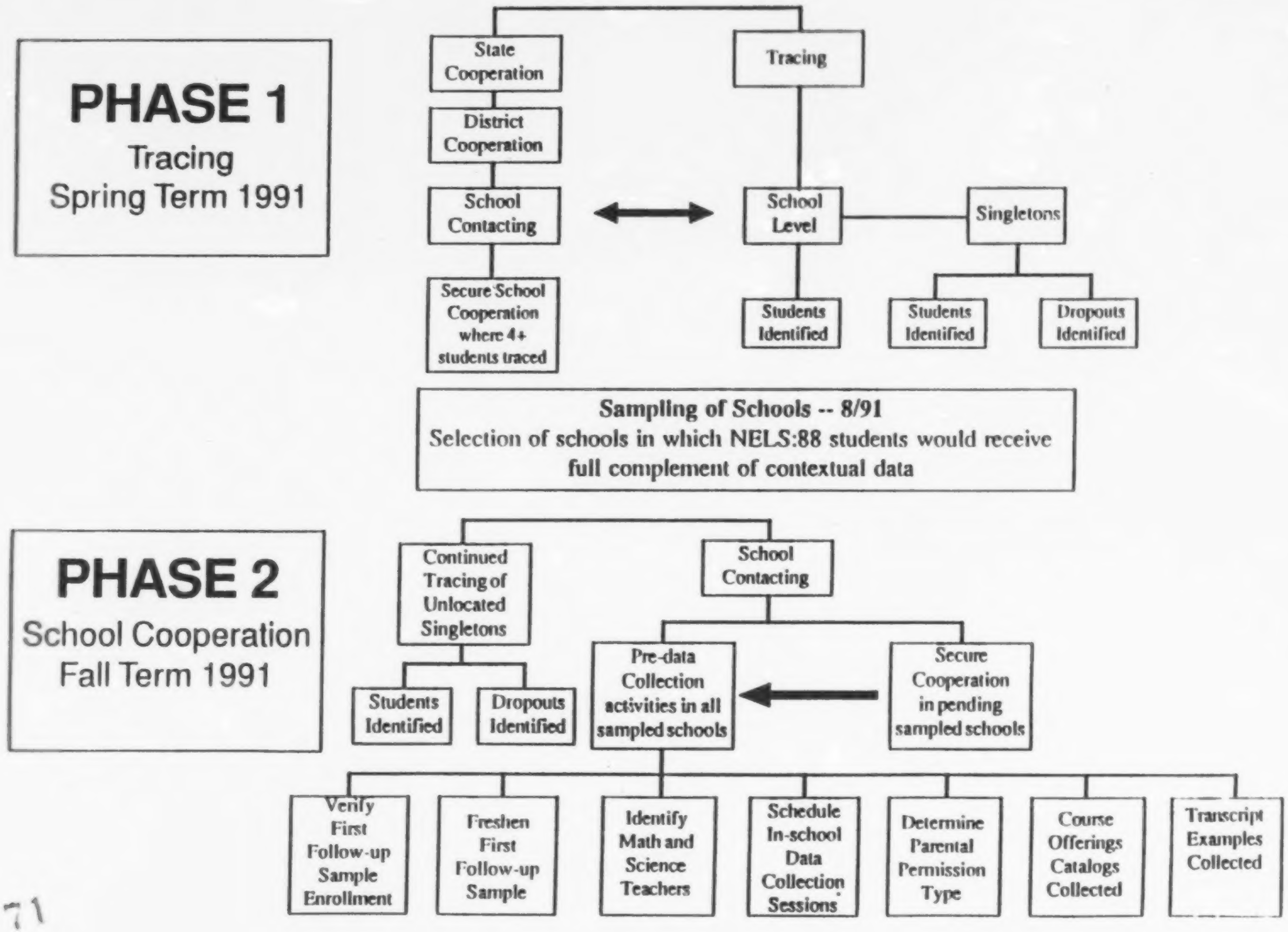
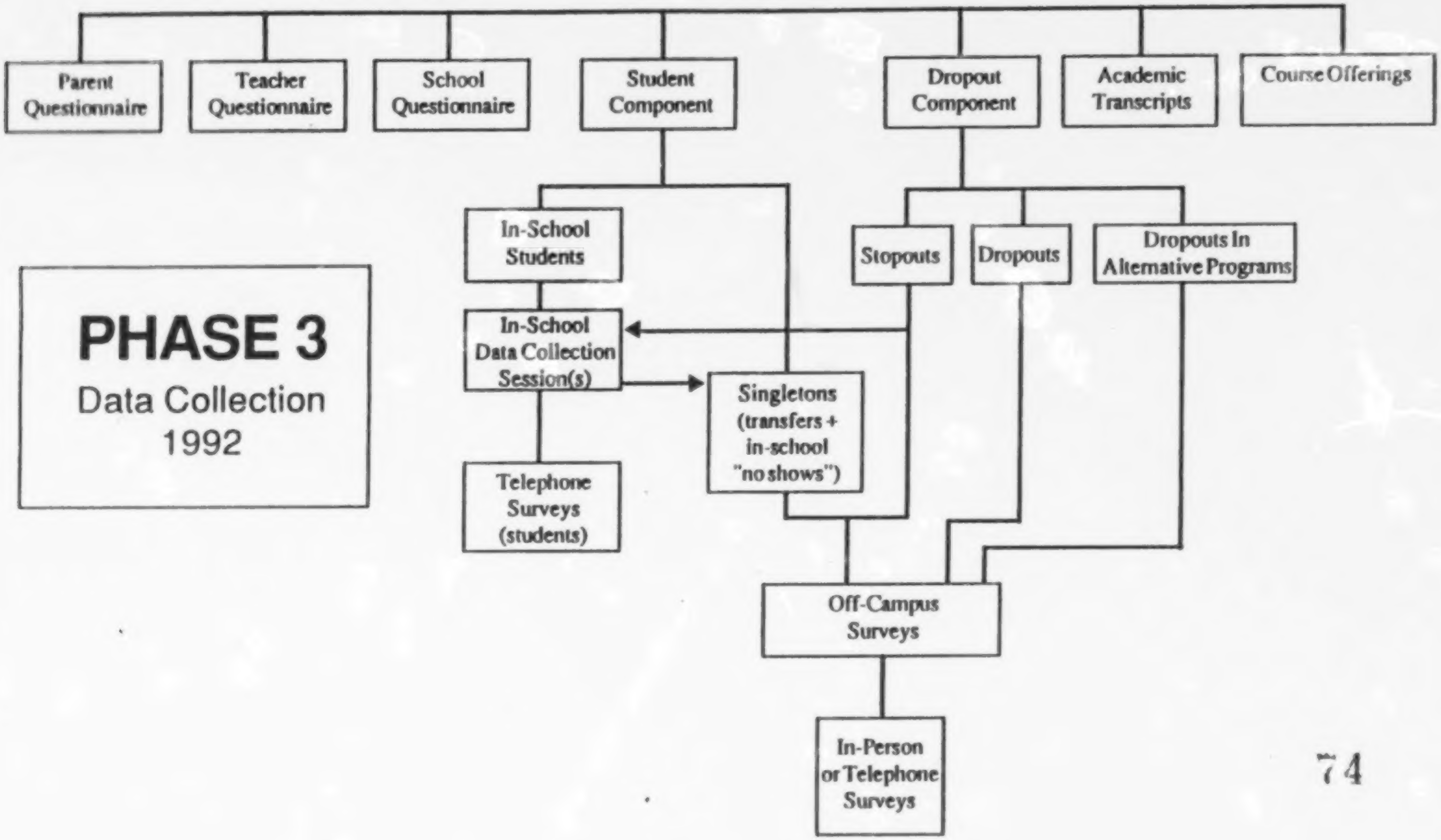

PHASE 1
Tracing
Spring Term 1991
State Cooperation
Tracing
District Cooperation
School Contacting
School Level
Singletons
Secure School Cooperation where 4+ students traced
Students Identified
Students Identified
Dropouts Identified
Sampling of Schools -- 8/91
Selection of schools in which NELS:88 students would receive full complement of contextual data
PHASE 2
School Cooperation
Fall Term 1991
Continued Tracing of Unlocated Singletons
School Contacting
Students Identified
Dropouts Identified
Pre-data Collection activities in all sampled schools
Secure Cooperation in pending sampled schools
Verify First Follow-up Sample Enrollment
Freshen First Follow-up Sample
Identify Math and Science Teachers
Schedule In-school Data Collection Sessions
Determine Parental Permission Type
Course Offerings Catalogs Collected
Transcript Examples Collected

Figure 4-1 (cont.): Second follow-up data collection phase diagram


Parent Questionnaire
Teacher Questionnaire
School Questionnaire
Student Component
Dropout Component
Academic Transcripts
Course Offerings
PHASE 3
Data Collection
1992
In-School Students
In-School Data Collection Session(s)
Telephone Surveys (students)
Singletons (transfers + in-school "no shows")
Stopouts
Dropouts
Dropouts In Alternative Programs
Off-Campus Surveys
In-Person or Telephone Surveys

home address. Table 4.1-1 summarizes the results of district and school contacting and student tracing in phases 1 and 2.

Interviewers visited each of the second follow-up schools to conduct activities in preparation for data collection for all components of the study. For student data collection, they scheduled in-school data collection sessions and worked with school personnel to identify how parental permission for surveying students would be gained for an individual school. Using school rosters, interviewers freshened the student sample to allow a random sample of twelfth graders who were previously excluded from the study because, for example, they were not in the U.S. or in the eighth grade in 1988, and did not have a chance to be selected for the base year sampling frame. Refer to Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for a complete discussion of freshening the student sample.

Table 4.1-1
Summary of NELS:88 second follow-up district/diocese and school contacting

	Eligible Sample[a]	**Agreed to Participate**	**Cooperation Rate**
District/Diocese Contacting:			
Public	862	853	99.0%
Catholic/ Other Private	52	52	100.0%
Total	914	905	99.0%
School Contacting:			
Public	1155	1145	99.1%
Catholic/ Other Private	232	228	98.3%
Total	1387	1373	99.0%

[a] This column represents the portion of the phase 1 sampled schools (N=1,500) that had at least one core sample members still enrolled at the end of the school contacting phase (phase 2) of the study. These numbers reflect the schools at which cooperation with the study was gained rather than the NELS:88 schools whose students were included in the contextual sample.

Data were collected for the contextual components (the parent, teacher, school administrator, academic transcript, and course offerings components). Interviewers collected parent address and telephone information for the parent survey. To identify the sample for the teacher survey, the names of the mathematics and science teachers of the student sample members were compiled. Course catalogs were collected, and interviewers collected samples of student transcripts to inform data collection and data preparation for the high school transcript component.

Final Tracing Results. After the tracing of sample members was completed, 97.3 percent (N=20,623) of the 21,188 second follow-up sample members had been located. Figure 4-2 illustrates the results of the second follow-up locating efforts. Of the 21,188 sample members, 83.3 percent were enrolled in high school, 8.2 percent were verified dropouts, 0.5 percent were identified by school officials as dropouts but were not confirmed as such, 4.1 percent were sample members who had already completed an alternative program, 1.3 percent were deemed ineligible to participate in the second follow-up study (e.g., deceased or moved out of the country), and 2.7 percent could not be located.

4.2 Second Follow-Up Data Collection Activities

Phase 3. Data collection for the second follow-up was conducted from January through December 1992. Although the data collection periods of the individual components of the study were staggered, there was a high degree of overlap between the data collection periods of the individual components, and most data was collected from January through June of 1992, the spring term of the 1991-1992 academic year. Figure 4-3 shows the field periods of each component of the study.

Most of the components of the survey utilized more than one mode of data collection, usually self-administration and telephone administration of the survey instruments. In some cases abbreviated versions of the instruments were implemented as discussed in Chapter II of this manual.

4.3 Parent Survey

In May 1992, parent questionnaires were mailed to all parents and guardians of students and dropouts who had completed a student or dropout questionnaire. The self-administered questionnaires instructed the parent or guardian who was most knowledgeable about the teenager's current living situation and educational plans to complete the questionnaire. Accordingly, the parent sample was self-selected.

The timing of the second follow-up parent survey was different from the timing of the base year parent survey due to differences in the content of the questionnaires. Because the second follow-up parent questionnaire included questions on financial aid for postsecondary education and this information is not available to most families until late in the spring of teenagers' twelfth grade, the parent survey was not conducted at the same time as the student and dropout surveys. However, parent respondents were asked to refer to the spring of 1992 when completing the questionnaire. The base year parent survey was conducted concurrently with the student data collection.

Two weeks after the questionnaires were mailed, a postcard reminder was mailed to all parents. For parents who had already completed the questionnaire, the postcard thanked them for their participation. For parents who had not yet returned their questionnaire, the postcard asked them to complete and return the questionnaire at their earliest convenience. Starting two weeks after the postcard reminder was mailed to parents, telephone interviewers began prompting nonresponding parents over the telephone for their completed questionnaire. Telephone interviews were attempted with a subsample of parents who did not respond to the postcard and telephone prompts. Figure 4-4 shows the mode of administration of the parent questionnaire for the 17,584 eligible parent participants and nonparticipants on the parent public use data file.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, parents were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

Figure 4-2: Second follow-up tracing results (*N*=21,188)

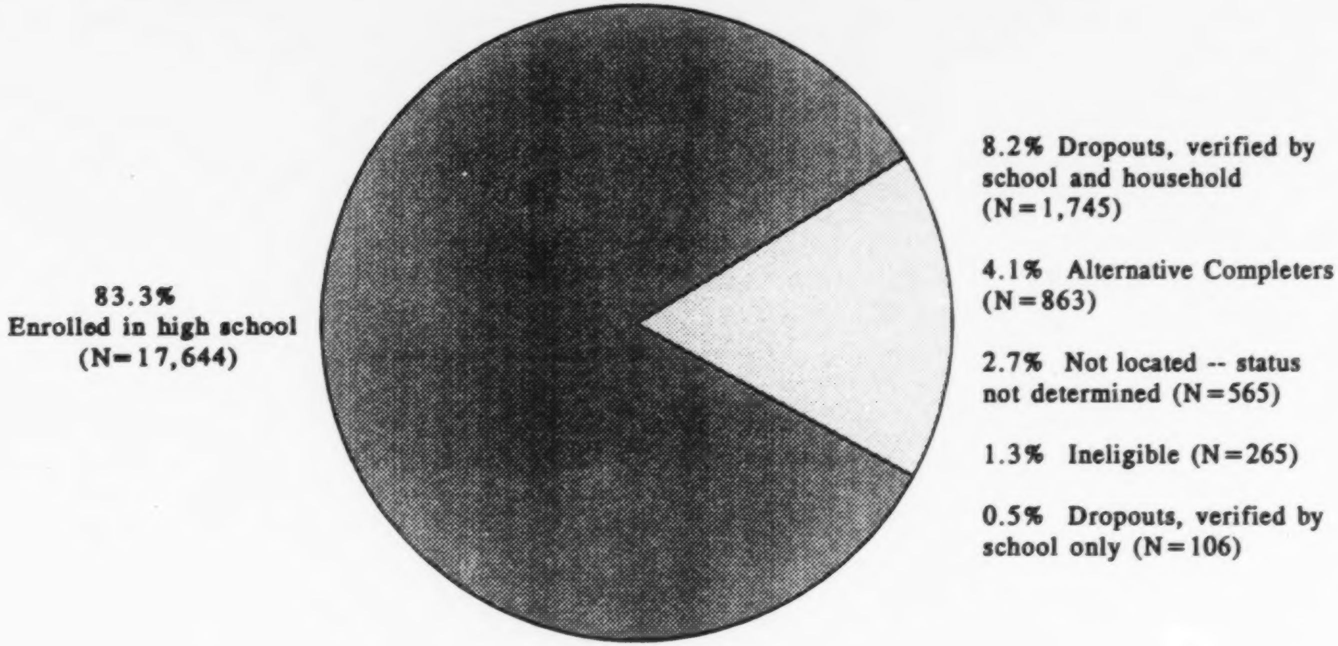
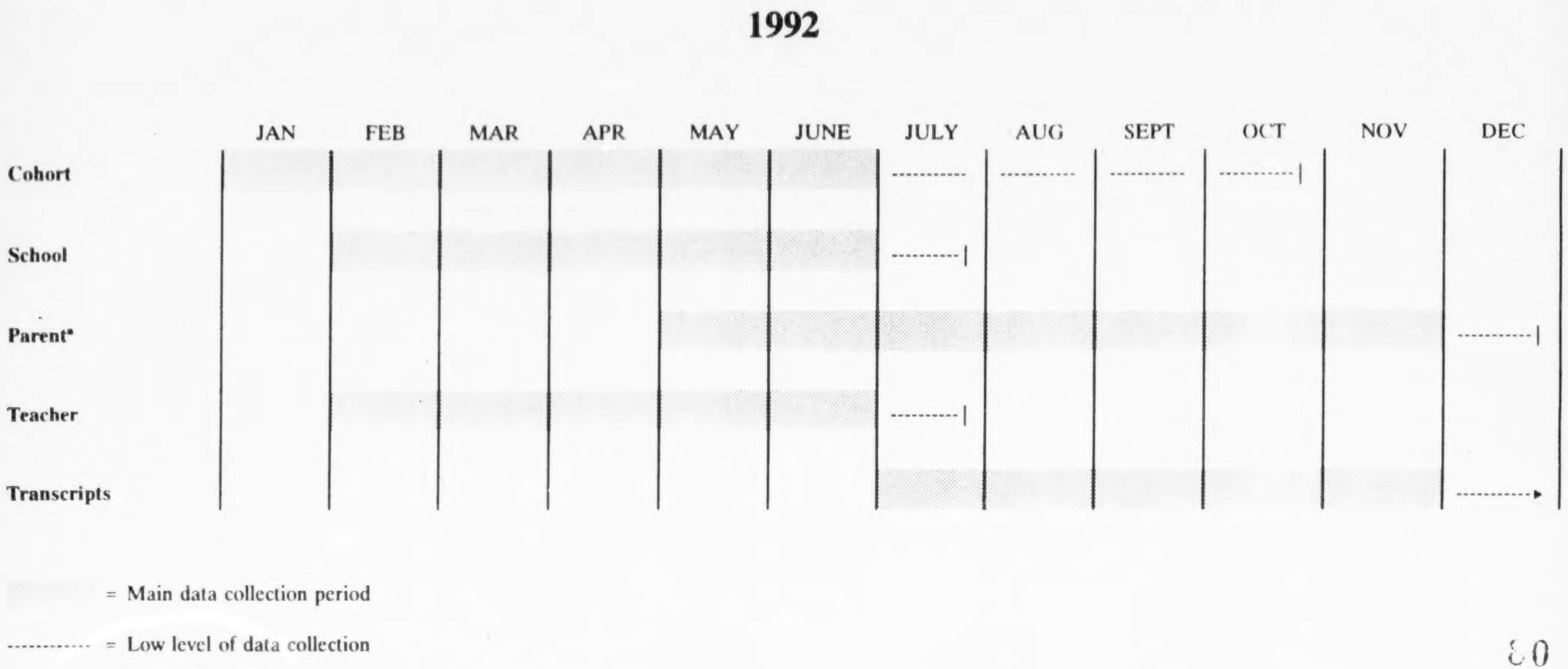


Figure 4-3 NELS:88 second follow-up data collection field periods by component



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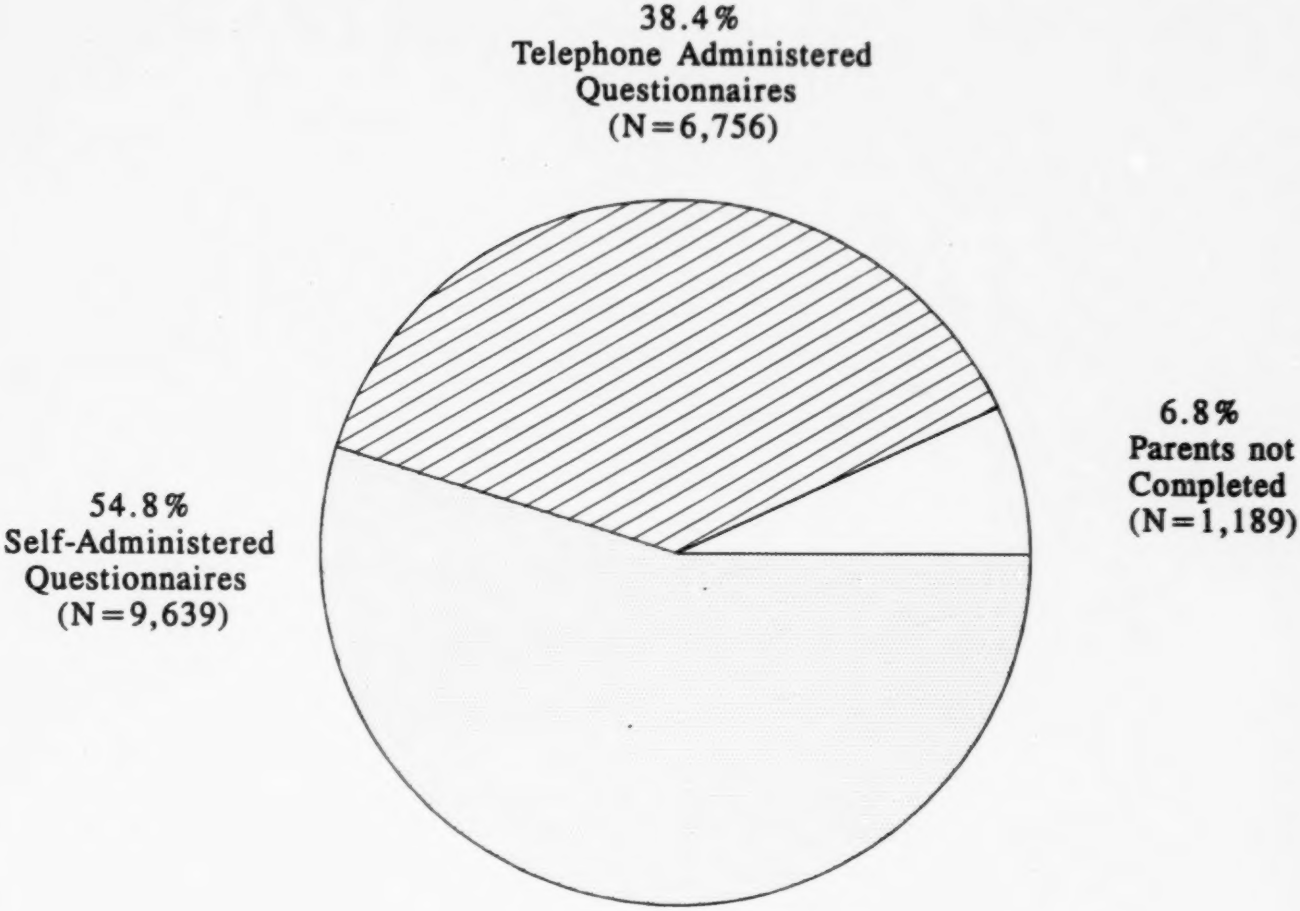
[*] The NELS:88 second follow-up parent questionnaire included questions about postsecondary educational costs and financial aid decisions. Because this information is not available to many parents until the end of their teenager's senior year, parent data collection began in May 1992, to ensure that parents could answer these questions fully.

Figure 4-4
NELS:88 second follow-up parent
mode of administration for parent data on parent public use data file (*N*=17,584)*



*In addition to the 17,584 eligible parents, 26 records are included on the file for parents who were initially eligible for data collection, yet it was discovered that these parents were out of scope for reasons described in section 3.1.5. The total number of parent records on the public use data file is 17,610.

Targeting Special Parent Populations. Special steps were taken to ensure comparable completion rates for the parents of OBEMLA (Hispanic and Asian/Pacific Islander) oversampled students and dropouts. In the initial mailing of questionnaires to parents, both English and Spanish questionnaires were mailed to parents of Hispanic students and dropouts so that an Hispanic parent could complete the questionnaire in the language with which the parent was more comfortable. Spanish-speaking interviewers were trained to administer the questionnaire over the telephone in Spanish when necessary. Much as in the base year parent survey when 575 Spanish-language questionnaires (2.5 percent) were completed, 373 Spanish-language parent questionnaires (2.1 percent) were completed during the second follow-up.

While a native language questionnaire was not available to parents of Asian students and dropouts, parents who spoke the most common Asian languages were prompted over the telephone for the return of the questionnaire by a native speaker. The languages in which these parents were prompted included Chinese, Japanese, Tagalog, Korean, and Vietnamese. In the respondent's native language, Asian telephone interviewers explained why the parent's participation in the study was important and encouraged them to seek the assistance of another adult for completing the English version of the questionnaire; however, no translation of the questionnaire into these languages was conducted over the telephone.

The Telephone Number Management System. For parent data collected through telephone prompting and interviewing, the delivery of cases to the telephone staff was controlled and monitored by NORC's Telephone Number Management System (TNMS). The TNMS contained information about each case necessary for interviewers to contact and confirm that they were speaking to the parent or guardian of the sampled student. The TNMS stored information about respondents requiring interviewers with special language and interviewing skills and was also used to prioritize data collection from certain subpopulations.

4.4 Relationship between NELS:88 Second Follow-Up Parent Survey and Other Parent Surveys

Three basic contrasts may be drawn between the HS&B sophomore and senior parent surveys, the NELS:88 base year parent survey, and the NELS:88 second follow-up parent survey. Those contrasts involve 1) the sampling strategy for the respective parent surveys; 2) the time frame for data collection; and 3) the content of the questionnaires.

Sampling differences involve both different strategies for selection of the parent sample (such as no subsampling or subsampling at different rates) and procedures for selection of the specific parent respondent within the parent sample. The HS&B base year surveyed a subsample of parents. Specifically, parents were selected from a sample of students who had completed the HS&B *cognitive tests*, within a sample of 312 of the 1,015 HS&B schools. Some 3,367 sophomore cohort parents and 3,197 senior cohort parents participated. In contrast, in the NELS:88 base year, there was no subsampling; however, only the parents of student *questionnaire* completers were included in the parent survey. Of 24,599 student participants, the parents of 22,651 students completed the NELS:88 base year parent questionnaire. In the NELS:88 second follow-up, the final parent sample consisted of 17,750 parents of whom 15,183 were parents of students, 1,734 were parents of dropouts, and 833 were parents of sample members in alternative (non-diploma granting) programs.

In HS&B, the parent instrument was mailed to respondents. In most instances it was addressed to the mother of the sample member. From the HS&B base year student identification pages, parent names and addresses were obtained. If the student reported both a male and a female parent, the questionnaire was sent to the female parent. If only one parent was mentioned, the questionnaire was sent to that parent. However, instructions did not prohibit the other parent from completing the questionnaire. A comparatively high proportion of HS&B parent questionnaires were completed by the father (36 percent for the senior cohort, 34 percent for the sophomore), although mothers were the majority of parent respondents (58 percent for seniors, 61 percent for sophomores) and a few questionnaires were completed by stepparents, grandparents, or guardians. In the NELS:88 base year, the student carried the questionnaire home to the parent, and instructions required the parent who was most familiar with the educational situation of the eighth grader to complete the questionnaire. In the NELS:88 base year, mothers completed 77.7 percent of the parent questionnaires, fathers completed 17.5 percent of the questionnaires, 4.0 percent of the questionnaires were completed by other respondents such as a stepparent, grandparent, or other relative or guardian, and the remaining 0.7 percent were not identified. (These figures do not sum to 100 percent due to rounding.) In the NELS:88 second follow-up, questionnaires were mailed to parents with similar instructions for respondent selection, and the breakdown of parental respondents was like the base year. The second follow-up parent questionnaires were completed 78.5 percent of the time by the mother, 15.5 percent of the time by the father, 4.6 percent of the time by other respondents such as a stepparent, grandparent, or another adult relative or guardian, and the remaining 1.4 percent were not identified. In both NELS:88 parent surveys, questionnaires were addressed to "the parent or guardian" of the sampled child and the cover letter asked the parent who was most knowledgeable about the child's current situation to complete the questionnaire.

The time frame for data collection was somewhat different across the various parent surveys. Data collection for the NELS:88 base year parent survey took place primarily in the spring term of 1988, although some nonresponse follow-up and critical item retrieval continued into the summer. Given the stress in the questionnaires on the eighth-grade situation of the child, the goal of the NELS:88 base year was to collect this information before the end of the eighth-grade school year whenever possible. In contrast, the HS&B parent survey took place in the fall of 1980, several months after the end of the school year (data collection was conducted October to December, 1980; missing critical items were retrieved early in 1981). The heavy emphasis of the HS&B questionnaires on parents' preparation for financing postsecondary education argued for a later data collection schedule to reflect the postsecondary choices made by the senior cohort in the final months of high school. In the NELS:88 second follow-up, parent data collection took place primarily in the summer and fall of 1992. In contrast to the NELS:88 base year, a later data collection schedule was chosen for much the same reason as in HS&B; additional information about postsecondary choices and financing arrangements would be available at this later time.

Finally, there are important differences in the content of the parent questionnaires. The HS&B 1980 sophomore and senior parent surveys had considerable item overlap and both were fairly limited in their content. As noted above, they stressed the family's financial situation and financial planning for postsecondary education. NELS:88 base year questionnaires, on the other hand, gave less stress to financial information and planning for future educational costs, and more stress to family socioeconomic and linguistic background, parental relationships to and views of the school, the family life of the student, and parental expectations and aspirations for the child. The NELS:88 second follow-up questionnaire followed the model of HS&B in expanding the coverage of issues pertaining to financing postsecondary education, but also continued to explore themes of the NELS:88 base year parent questionnaire, including the nature of the home educational support system and of educational decision making in the family.

Despite the limited overlap between the HS&B and NELS:88 second follow-up parent studies, some key comparison items are common to both. In particular, items on parental educational aspirations, such as how far in school the parent wants their teenager to go as well as some items on family finances and postsecondary planning, provide parent data comparison points between 1980 and 1992 seniors. Refer to Appendix D for a crosswalk between the items in the NELS:88 and HS&B parent surveys.

4.5 Second Follow-Up Student Survey and Cognitive Tests

In-school Survey Sessions. From January to June 1992, in-school survey sessions were held in all cooperating NELS:88 schools still enrolling second follow-up sample members. Second follow-up data collection procedures were very similar to those used in the first follow-up. Student questionnaires and cognitive tests in math, science, reading, and social studies were administered in-school, group data collection sessions of approximately 9 students.

Survey administration was usually conducted in a school classroom or library and consisted of several steps. Students first completed the student questionnaire, and, if applicable, the new student supplement or the early graduate supplement. Students who had transferred into or out of a school within the two weeks prior to the survey session were asked to report on their previous school of attendance. Transfer students who had been at the surveyed school for two weeks or longer were asked to report on their current school. After the students completed the student questionnaires, an 85 minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/citizenship/geography). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom. Interviewers reviewed the questionnaires to ensure that all critical items were completed. An oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify a vague response.

At the end of the survey session, arrangements were made to conduct make-up sessions for students who were scheduled but unable to attend the initial survey session or whose schedules required that they leave before completing both instruments. If fewer than five students were scheduled for a make-up session, school staff were asked to handle the arrangements and oversee its administration; however, to ensure respondent confidentiality, school staff were prohibited from reviewing the student questionnaire for completeness. When five or more students were scheduled for a make-up session or when school staff were unavailable to conduct a make-up session, interviewers arranged a return visit to the school.

The second follow-up study attempted to collect a complete questionnaire and cognitive test from students and dropouts; however, for some student sample members only an abbreviated version of the student or dropout questionnaire was collected, or the cognitive test was not collected at all.

Off-campus Survey Sessions. Off-campus survey sessions, typically attended by one to three students, were conducted primarily from March to July 1992. Students who were not enrolled in sampled schools, who had missed in-school data collection sessions, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions and were surveyed alongside sample members who were currently enrolled in school. As with in-school survey sessions, off-campus survey sessions in the second follow-up were nearly identical to those in the first follow-up. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either over the telephone or in-person. When the student questionnaire was administered over the telephone, cognitive test data were not collected.

4.6 Dropout Survey

The NELS:88 second follow-up dropout survey sought to interview all sample members who had left school prior to graduation, including both first follow-up dropouts who had not returned to school and sample members who dropped out after the first follow-up. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file.

School Enrollment Classification and Data Collection. In order to determine which sample members should complete a dropout questionnaire, school enrollment status was classified for all sample members during the spring of 1992.

Four types of enrollment classifications were identified as illustrated by Figure 4-5. The first were high school students who were enrolled in a school which offered programs ending in the granting of a diploma. These students were administered the student questionnaire and the cognitive test battery. Early graduates were included in this classification, and were asked to report retrospectively on the school from which they graduated and to complete supplemental questions about their reasons for graduating early.

The second type were sample members who dropped out of high school but later returned to a high school program to obtain a high school diploma. These sample members were administered the student questionnaire and, when possible, the cognitive test battery.

The third type were sample members who dropped out of high school but went on to seek an equivalent to a high school diploma such as the General Educational Development test (GED). If an alternative completer had finished the requirements of his or her alternative program, a student questionnaire was collected from the student. If the alternative completer had not yet fulfilled the requirements for certification, the sample member was administered a dropout questionnaire. In both cases, the cognitive test battery was also administered when possible.

The fourth type were dropouts. These sample members had left their high school by the spring of 1992 and were not working toward an alternative certification. Dropouts were administered a dropout questionnaire and, when possible, the cognitive test battery.

Regardless of whether a dropout completed a student or dropout questionnaire, data collection efforts for the dropout component of the second follow-up were similar to those in the first follow-up survey. Interviewers attempted to survey most dropouts in off-campus survey sessions with testing conditions similar to in-school sessions.

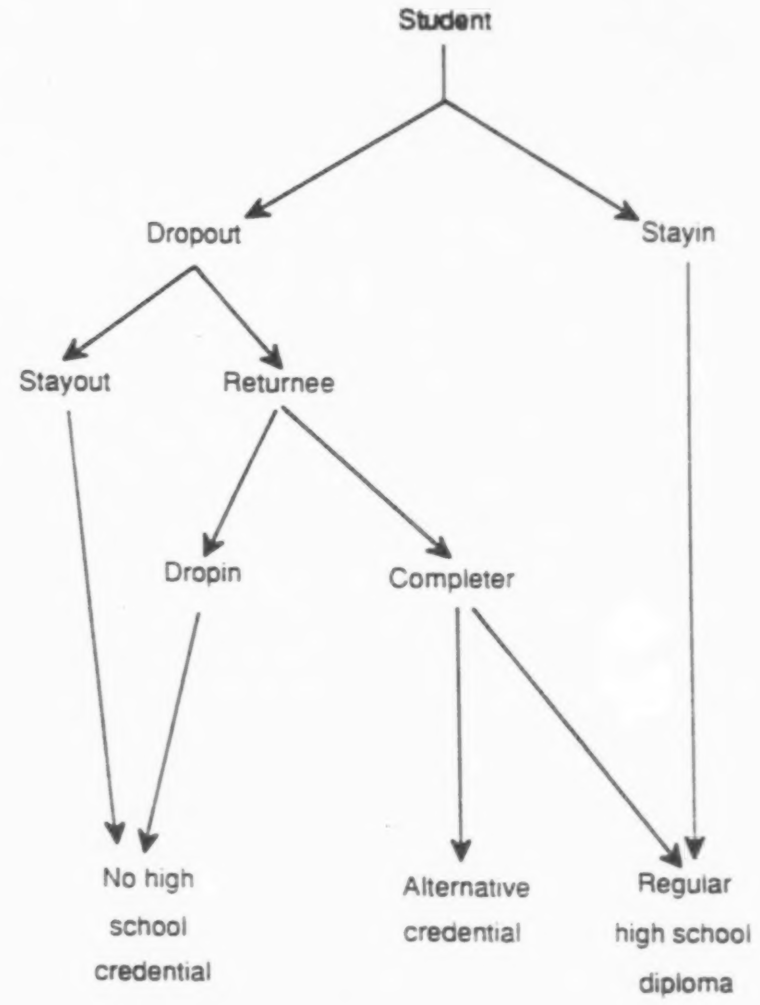
For analytical purposes, sample members classified as alternative completers can be included or compared with either high school completers or dropouts. Additionally, alternative completers can be examined separately, depending on the needs of the analyst. For a complete description of the dropout component, see the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual*.

4.7 School Effectiveness Study

Because the NELS:88 second follow-up core study was conducted at 97.8 percent of the schools at which the school effectiveness study was conducted, data were collected for students in these schools using the same data collection procedures as second follow-up cohort students.

Self-administered student questionnaires and cognitive tests were administered to SES students through both in-school and off-campus survey sessions. Unlike student cohort sample members, most

Figure 4-5: Alternative educational paths through high school


Student
Dropout
Stayin
Stayout
Returnee
Dropin
Completer
No high school credential
Alternative credential
Regular high school diploma

Note: A within-round dropout-returnee is, in NELS:88 parlance, a "stopout." During the second follow-up, a stopout was defined as a sample member who had dropped out of school at some point in the 1990-1991 or 1991-1992 school years, but had returned to school by the spring of 1992. A similar definition was employed in the NELS:88 first follow-up. In the above diagram the term "dropin" refers to a sample member who dropped out of high school, then returned to high school (making the sample member a stopout as described above), and then dropped out of high school again for a final time.

Source: The Condition of Education, NCES, 1986

SES students received an additional forty minute free-response cognitive test after they completed the eighty-five minute test battery. The subject area of the free-response test was randomly selected for each school in either mathematics or science.

In the 247 participating SES schools, SES sample members were administered the student questionnaire and cognitive tests. If SES students missed in-school data collection sessions, they were surveyed at off-campus survey sessions. Unlike the data collection procedures for the student cohort sample members, SES students who were no longer attending the school with which they were associated were not pursued or surveyed; however, enrollment status was gathered for these students from the SES schools. The parent, transcript, and course offerings components were also conducted for the SES sample members. A more detailed discussion of the school effectiveness study will be presented in forthcoming documentation, which will accompany the release of those data.

4.8 Followback Study of Excluded Students

In the first follow-up study, most classification changes were made for a sample of students who had been excluded from the base year study. Of the 618 base year ineligible sample members (BYIs), 580 were located and 312 were reclassified as eligible during the first follow-up. (Table 4.2.4-1 in the *NELS:88 Second Follow-Up Student Component Data File User's Manual* contains additional completion rate data for the BYI study.) In the second follow-up, the remaining ineligible students--BYIs who were ineligible in the first follow-up or more rarely, students who were eligible in the base year but who became ineligible in the first follow-up through the occurrence of some sort of incapacitation--were pursued as a part of the Followback Study of Excluded Students.

The Followback Study of Excluded Students (FSES) of the NELS:88 second follow-up attempted to reassess the eligibility status and ascertain the enrollment status of students who: 1) had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year, and were subsampled into the Base Year Ineligible Study in the first follow-up; 2) were eligible in the base year but became ineligible in the first follow-up; or, 3) were identified as ineligible when selected through the freshening process in the first follow-up. If the students had since become eligible for NELS:88, the followback study attempted to survey them.

The followback study continued the first follow-up base year ineligible study for several purposes. First, if the 5.3 percent of the potential base year sample declared ineligible differed in key characteristics or outcomes from the sample of students included in NELS:88, this difference could bias baseline results and subsequent longitudinal measurements. By learning more about these excluded students and their current school enrollment status, one might correct for potential undercoverage bias that could affect key national estimates, such as dropping out between eighth and twelfth grade.

Second, an individual's eligibility status could potentially change. A student excluded on language grounds in 1988 or 1990 could have gained sufficient proficiency in English by 1992 to complete the student questionnaire. Like the complementary activity of sample freshening, the followback study of excluded students helped to generate a nationally representative sample of twelfth-grade students.

Third, eligibility rules were modified in the first follow-up and retained in the second follow-up to allow for completion of the student questionnaire in Spanish in addition to English. By giving 1988 and/or 1990 excluded students who could complete a questionnaire only in Spanish the opportunity to do so in 1992, the revised eligibility rules of the first follow-up were successfully carried back to the base year cohort.

Data Collection Procedures. Data collection for the followback study of base year excluded students took place during the main study data collection effort between April and October 1992. Interviewers attempted to identify excluded students who were eligible to be added to the longitudinal sample in the second follow-up. They obtained the following information about the excluded student from the student's current school, school last attended, or the student's home:

- **Sex (if unknown):** male or female;
- **Race/ethnicity (if unknown):** white, black, Hispanic, Asian/PI, American Indian, other;
- **School enrollment status:** student, dropout, or dropout in alternative program; and,
- **Eligibility:** English/Spanish language proficiency, lack of mental or physical disability (i.e., ability to complete a questionnaire), reading ability level of at least eighth grade.

After collecting the above information about the students, interviewers attempted to identify whether or not the student was capable of meaningful participation in the survey under normal conditions. To make this assessment, interviewers were instructed to obtain reports from persons with first-hand knowledge of the students, such as a special education teacher, a bilingual teacher, a language arts teacher, or a guidance counselor. Interviewers often spoke with several staff members to identify the staff member who was most qualified to assess whether or not the student could participate. Unless there were severe mental or physical disabilities or lack of facility with written English or Spanish and the member was unable to complete the survey instruments under normal circumstances, the student was considered eligible to participate in the study.

Eligibility information was gathered for 95.7 percent of the excluded sample members. For excluded students who were identified as eligible, student or dropout questionnaires were administered either in-person or over the telephone. Cognitive tests were administered to a small percentage of these students. For students who remained ineligible, school enrollment status and other key characteristics were obtained.

4.9 School Administrator Survey

In February 1992, school administrator questionnaires were mailed to the principal or headmaster of selected NELS:88 schools with second follow-up sample members still in attendance. Completed self-administered questionnaires and telephone interviews were collected from February through June 1992. For any interviews conducted after the end of the 1991-1992 academic year, school principals were asked to refer to the previous academic year.

As in the first follow-up the school principal or headmaster could delegate all but one of the sections to another knowledgeable school official. The school principal was specifically required to complete the fifth section of the questionnaire on school governance and school climate.

Two weeks after the school administrator questionnaire was mailed to principals and headmasters, a postcard was mailed to all principals asking them to return the questionnaire if they had not already completed and returned it. Two weeks after the postcard reminder was mailed, interviewers began prompting nonresponding principals over the telephone for the return of the questionnaire. About three weeks after each principal was prompted for the return of the questionnaire over the telephone, interviewers began calling nonresponding school administrators to attempt to collect the questionnaire over the telephone. An abbreviated version of the school administrator questionnaire was administered to nonresponding principals near the end of the data collection period.

Because questionnaires from school principals were completed in two different modes of data collection, by self-administration and telephone administration, a number of steps were taken to minimize any mode effects. Telephone interviewers were trained to adapt the questions in a way which made sense when asked over the telephone. If a principal had a copy of the questionnaire, he or she was encouraged to read along in the questionnaire as the interviewer asked the questions over the telephone.

4.10 Teacher Survey

The teacher survey was designed to articulate with the student cognitive tests and included one mathematics or science teacher of students at NELS:88 sampled schools when the student was enrolled in one of these classes. To minimize the amount of time between the collection of the student and teacher data, either the fall or spring term teacher was selected depending on when student data were collected at a school, and the questionnaires were mailed to the teachers in two waves.

The majority of sampled students at NELS:88 schools who were enrolled in a mathematics or science class were instructed by the same mathematics or science teacher during the entire 1991-1992 academic year. For students who had different mathematics or science teachers in the fall or spring term, the fall term teacher was mailed a questionnaire in early February if the in-school data collection session at a student's school was scheduled for a date before April 1, 1992. If the data collection session was scheduled on or after April 1, then the spring term teacher was mailed a questionnaire in early March 1992. Since most in-school data collection occurred during January through March of 1992, most students' fall term teachers were selected for the teacher survey and were mailed a questionnaire in early February. This design was based on the assumption that in the first three months of the spring term, the fall term teacher would be more familiar and able to assess the student than the spring term teacher would be. On or after April 1, it was assumed that the spring term teacher had sufficient exposure to the student in order to make a full assessment of the student and that three months after the beginning of the spring term, the fall term teacher might have difficulty recalling the student's performance.

After identifying whether the fall or spring term teacher would be selected for the teacher survey, the subject area of a student's teacher report was determined. If the student was enrolled in only one class out of the two subject areas, mathematics or science, then the one teacher was selected. However, if the student was enrolled in both subject areas, then the subject area of the teacher report was the same as the base year selected subject for the student. Some students who were enrolled in both a mathematics and a science class were added to the first or second follow-up through freshening. For the freshened students who were enrolled in both mathematics and science, the subject area of the student's teacher report was the base year selected subject of the student's linked partner in the freshening procedure.

Two weeks after the teacher questionnaires were mailed, nonresponding teachers were prompted for the return of the questionnaire with a postcard reminder. Beginning two weeks after the postcard reminder was mailed to teachers, nonresponding teachers were prompted for the return of the questionnaire over the telephone. Interviewers attempted to interview over the telephone any teachers who did not respond within two weeks after the postcard and telephone prompts.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone.

Additionally, teachers were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

4.11 Academic Transcripts

In August 1992, transcript survey materials were mailed to the principals of the NELS:88 and non-NELS:88 schools attended or most recently attended by sample members of the student cohort. Because of the variability in transcript format across schools, explicit instructions for transcript preparation were provided. School staff were asked to retrieve from alternate sources any data elements that were not included on the school's transcripts. Transcript preparers were also asked to note any transfers of students to new schools after data collection, to facilitate the pursuit of additional records from transfer schools.

Two weeks after survey materials were mailed, nonresponding principals were prompted for the return of transcripts with a postcard reminder. Principals who did not return transcripts within three weeks of the postcard prompt were prompted over the telephone. Telephone prompting of nonresponding principals continued from October 1992, to February 1993. Field visits to schools requesting assistance in the preparation of transcripts were conducted in February and March 1993.

Abstraction of student-and course-level data from transcripts began in October 1992, and continued through March 1993. Retrieval of missing critical items from school staff occurred concurrently. Coding of transcript courses began in November 1992, and continued through April 1993. Courses were coded using the course catalog for the school or district, in accordance with the Classification System of Secondary Courses, updated for the 1990 NAEP High School Transcript Study. When a school or district catalog was unavailable, courses were coded by title alone.

4.12 Second Follow-Up Data Collection Results

Tables 4.12-1 through 4.12-2 summarize the data collection results for the NELS:88 second follow-up study.

Table 4.12-1 NELS:88 second follow-up component survey completion rates by selected characteristics

	Student sample Completion rates		**Dropout/Alternative sample**[a] Completion rates		**Parent questionnaire (student and dropout)** Completion rates		**Parent questionnaire (student only)** Completion rates		**Parent questionnaire (dropout only)** Completion rates	
	Weighted	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**
Total	91.0	92.5	88.0	87.6	90.6	93.2	91.8	94.3	83.4	86.4
Participated	16,842		2,378		16,395		14,385		2,010	
Selected	18,209[b]		2,714		17,584[c]		15,258		2,326	
School type[d]										
Public	94.7	95.3	NA	NA	NA	NA[e]	91.6	94.4	NA	NA
Catholic	98.4	98.0	NA	NA	NA	NA	93.1	93.9	NA	NA
Other private	94.8	95.5	NA	NA	NA	NA	96.1	93.8	NA	NA
Urbanicity[d]										
Urban	95.0	95.8	NA	NA	NA	NA[e]	89.6	92.3	NA	NA
Suburban	94.4	95.2	NA	NA	NA	NA	93.1	95.0	NA	NA
Rural	95.5	95.5	NA	NA	NA	NA	92.4	95.3	NA	NA
Region[d]										
Northeast	94.3	94.7	NA	NA	NA	NA[e]	92.9	94.7	NA	NA
South	95.4	95.8	NA	NA	NA	NA	90.9	93.6	NA	NA
Midwest	96.1	95.8	NA	NA	NA	NA	94.2	95.9	NA	NA
West	92.9	95.4	NA	NA	NA	NA	89.7	92.9	NA	NA
Ethnicity										
Asian/PI	91.7	92.7	74.7	82.4	87.8	88.0	87.6	88.2	91.6	83.9
Hispanic	86.6	89.8	88.3	87.5	83.6	88.8	85.3	91.1	77.5	80.8
Black	88.1	90.5	84.8	83.6	86.0	88.2	88.2	89.2	77.0	83.7
White	93.5	94.2	89.7	89.5	93.0	95.6	93.7	96.3	88.1	89.7
Am. Indian	90.3	86.5	97.6	95.8	78.9	89.1	87.0	92.4	64.4	81.8
Refused/Missing[f]	28.5	33.2	55.9	61.5	82.8	74.7	86.6	72.3	74.7	78.1

[a] Alternative completers could have completed either a student or dropout questionnaire, depending on their status during data collection. 350 alternative sample members completed a student questionnaire and 457 completed a dropout questionnaire.

[b] 565 unlocatable cases were assumed to be eligible students for the purposes of calculating student completion rate, and are included in the total of 18,209.

[c] Although 17,584 eligible parents are included on the public use data file, records for 26 ineligible parents are also included which makes the total number of records on the file 17,610.

[d] Refers to the second follow-up school.

[e] Not Applicable--Completion rates by school type, urbanicity, and region are calculated based on the school a student attended in the second follow-up. Because dropouts are not linked to schools on the public use data files, it is not possible to calculate combined student and dropout completion rates for these subgroups.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample members who did not participate in the second follow up.

Table 4.12-2 NELS:88 completion rates for panel members by selected characteristics[a]

	Student/Dropout questionnaire (BY, F1 and F2) Completion rates		Parent questionnaire[b] (F2 only) Completion rates		Parent questionnaire[c] (BY and/or F2) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	94.7	95.1	92.0	94.6	98.7	99.1
Participated	16,489[d]		14,278		14,964	
Selected	17,337		15,097		15,097	
School type[e]						
Public	94.3	94.7	91.5	94.4	98.6	99.2
Catholic	97.9	97.0	95.1	95.8	99.2	98.9
Other private	97.4	97.0	95.5	94.9	99.3	98.8
Urbanicity[e]						
Urban	93.5	95.1	89.8	92.6	98.1	98.6
Suburban	95.5	95.3	92.8	95.4	99.1	99.2
Rural	94.8	94.9	92.8	95.2	98.6	99.5
Region[e]						
Northeast	94.8	95.1	93.4	95.4	98.7	98.8
South	94.1	94.5	90.8	93.5	98.8	99.2
Midwest	95.7	96.0	94.5	96.0	99.4	99.6
West	94.6	95.1	89.3	93.6	97.4	98.6
Ethnicity						
Asian/PI	93.3	95.0	90.0	90.3	99.0	98.9
Hispanic	93.1	94.4	85.7	90.6	96.7	98.1
Black	92.4	92.6	87.7	89.4	97.4	98.3
White	95.5	95.7	93.9	96.4	99.3	99.5
Am. Indian	94.1	91.3	82.2	90.7	93.5	96.0
Refused/Missing[f]	81.1	75.0	100.0	100.0	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.2	93.5	84.8	89.0	97.9	98.0
Schools with less than or equal to 19% minority students	95.0	95.3	92.8	95.1	98.8	99.2

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but exclude base year nonparticipants. Refer to section 4.3.7 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for information on alternative approaches to calculating panel completion rates.

[b] Parent questionnaire completion rate for each sample member who completed a F2 student or dropout questionnaire.

[c] Parent questionnaire completion rate for each sample member who completed a BY and/or F2 student or dropout questionnaire.

[d] This figure refers to base year, first follow-up, and second follow-up sample members.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample member nonparticipants.

V. Data Control and Preparation

This chapter describes the procedures used to control parent data before transforming responses from second follow-up questionnaires into a data file. Several procedures were implemented to prepare these documents for data capture, including monitoring the receipt of completed questionnaires, editing completed questionnaires, retrieving missing data, and preparing the documents for archival storage. Data preparation activities spanned the entire length of the NELS:88 second follow-up parent survey, beginning with tracing and securing school cooperation, through monitoring and machine editing, and ending with the preparation of public use data files.

5.1 Monitoring and Receipt Control Procedures

Questionnaire data were tracked and receipted for all respondent populations. Once a parent questionnaire was returned by a respondent, the completion status of the questionnaire for that parent was entered into the microcomputer-based Survey Management System (SMS). The database identified the status of each parent questionnaire in the sample and stored the date that the data for each respondent was received.

5.2 In-house Editing and Data Retrieval

Editing was conducted to review completed questionnaires, to identify problems requiring policy decisions, and to prepare the questionnaires for data entry. After each questionnaire was logged into the SMS, it was edited for missing critical items. Critical items were questions judged as having important policy relevance. A complete listing of critical items appears in Appendix H.

Critical items were retrieved for questionnaires in which responses to one or more of the critical items were missing, illegible, or contained multiple codes when only one was required. Interviewers called respondents and attempted to elicit a response to the missing critical item(s). If an error could not be resolved in this way, then the appropriate code was assigned to the question to indicate missing, multiple, or refused responses.

5.3 Data Capture and Archival Storage

Data entry for the parent questionnaires was performed through an optical mark reading procedure by Questar Data Systems, Inc. All parent questionnaires were photographed onto microfilm. After the questionnaires were scanned, the booklets were microfilmed and then destroyed. The rolls of microfilmed questionnaires were returned to NORC for archival storage.

VI. Data Processing of the Parent Questionnaires

In each round of the study, data processing activities began with sample selection and continued through receipt control, machine edit, and the preparation of public and restricted use data files and user documentation. Data processing activities varied little between the base year and second follow-up parent survey waves. This chapter describes the post-processing that was carried out to prepare the data for final release. The chapter concludes with an introduction to the electronic codebooks (ECBs) that have already been created or are planned for NELS:88 data.

6.1 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

Detection of out-of-range codes was completed during scanning or data entry for all questions except those permitting an open-ended response. The scanning contractor converted the parent data to machine-readable form and supplied a raw data tape to NORC. After receipt of all scanned data, sequenced machine editing and visual inspection of the output began. The tasks performed included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Frequencies and crosstabulations for each variable were inspected before and after these steps to verify the accuracy and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that a subsequent question(s) should have been skipped, the dependent questions were set to the value "legitimate skip," with one exception. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent across the dependent items, the filter was back edited (changed) to agree with the dependent responses. If a multiple response or no answer was given to a filter question, the question was assigned the suitable reserved code and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to a legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations to verify the correctness of the recoding.

After improperly answered questions were converted to blanks, the parent data were passed through a second step in the editing program that supplied the appropriate reserved codes for blank questions. Where a value was not provided by the respondent, a reserved code fills the field. These codes are as follows:

6=MULTIPLE RESPONSE
7=REFUSED
8=MISSING
9=LEGITIMATE SKIP

When the legitimate response of a variable filled more than one column of space, the right-hand column contained one of the above codes and the remainder of the columns were filled with "9"s.

Items with unusually high nonresponse or multiple responses were checked by verifying the data in the questionnaire on microfilm.

6.2 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, BYP49A is from the base year parent survey, question 49, part A. Likewise, F2P87C is from the second follow-up parent survey, question 87, part C.

Constructed variables including statistical weights, special indicators or "flags," and variables that are composites of one or more sources are added to the files in order to promote high caliber analyses of the NELS:88 data. Some items add information from study sources that would otherwise be unavailable to users; some items reference respondent properties to external standards that would be expensive for individual analysts to create; other items are recodes or combinations of internal questionnaire sources. Some composites have appeared in earlier rounds and represent a convenience for the analyst, rather than wholly new information. Some of these constructed variables will be used by nearly all users, while others will be appropriate to those seeking insights into distinctive populations, relationships or events.

Generally, the names of special flags, weights and other constructed variables that were created in the base year begin with BY; the first follow-up flags and weights begin with F1; and the second follow-up names begin with F2.[1] If the variable is a school-level variable placed on the parent file, the composite variable name begins with G8 (for grade 8 in base year), G10 (for grade 10 in the first follow-up) or G12 (for grade 12 in the second follow-up). Over the course of the survey even basic demographics such as gender and ethnicity are re-examined and improved when and if new and/or more accurate information becomes available for particular cases (thus there is an F1SEX on the first follow-up files, an F2SEX on the second follow-up files, etc.).

The only reserved code used for all of these specially constructed variables is for missing data. For one-column variables that code is "8." Variables that are greater than one column in length are filled with "9"s (i.e., 998) in all but the right-most column. This reserved code is used when the sources for data are missing due to either item nonresponse, nonparticipation in all or part of the components of the study, or when data are missing on one or more external source files. Appendix J explains the conditions under which specific composite variables were assigned a missing code.

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[1] A few composite variables that were built in the base year do not begin with the prefix "BY." These are: SEX, RACE, HISP, API, HEARIMP, HANDPAST, BIRTHMO, and BIRTHYR.

6.3 CD-ROM Electronic Codebook

An electronic codebook (ECB) permits PC users to interact with all of the features of a conventional hardcopy codebook and its accompanying documentation. In a very large, complex survey such as NELS:88 with multiple highly elaborated codebook text files, the Compact Disc (CD) medium provides the necessary capacity to carry a tremendous amount of data in a very compact and convenient form. CD-ROM is a form that can be copied to and read by a microcomputer. The information on CD-ROM is "Read-Only." This feature protects the data on the disk from accidental alterations, such as a user unintentionally writing over the encoded information.

In addition to numerous hardcopy codebooks that accompany magnetic tape releases on NELS:88, ECBs are also now available to users. These permit users to search for variables based on key words and names. The ECB displays question text and frequencies for each variable in order to assist users in deciding which data elements may be useful in planned analyses. The ECB is also a tool for selecting variables for subsequent analysis, writing SAS or SPSS-PC code for file construction of the designated variables, and even generating a codebook of the chosen set of variables.

More detailed information on the features of the NELS:88 ECBs and the survey waves and components for which ECBs are available appears in Chapter VII.

VII. Guide to the Data Files, Documentation, and CD-ROM Electronic Codebooks

Fourteen NELS:88 study components are now available to users on magnetic tape or CD-ROM (Compact Disc Read-Only Memory) format. Magnetic tape and CD-ROM releases of the NELS:88 data contain files that are specific to one survey wave and one component, such as the second follow-up student component data. Table 7-1 displays these NELS:88 products, by study component and by survey year.

The student and dropout data sets are the central units of analysis in NELS:88. Each of the student data files may be examined as an independent entity or may be combined for observation of the maturation of the original student cohort over time. Table 7-1 suggests that the student and dropout data files released in the second follow-up of NELS:88 may be combined with data from second follow-up surveys of parents, teachers and school administrators. The most powerful analyses are possible when students are viewed in the context of these fundamental influences across the four-year time frame that is now available. The NELS:88 files are designed to be merged and used to examine how different student and dropout outcomes relate to various structural patterns, as measured by parent, school, and teacher influences, and/or the ways in which these change over time.

The contextual data files are dependent upon and subsidiary to the student and dropout files in NELS:88. **The contextual data files cannot stand alone**. The only exception is the base year school file, which is representative of eighth-grade American schools and their principals in 1988. Even for the base year and second follow-up parent surveys--which closely resemble probability samples of parents of the relevant student and dropout populations--there are some departures from the requirements of a stand-alone probability sample. In particular, some unknown number of base year and second follow-up parents had more than one sampled eighth grader, hence more than one chance of selection into the sample. In addition, in both the base year and second follow-up, only one parent was surveyed, and that parent was self-selected.

In the second follow-up parent component data file, the parent questionnaire items and a number of additional pertinent constructs have been copied to the records of eligible parents (who were not subsampled out of the parent survey) of eligible, participating student and dropout sample members. Note that these parent records appear on the parent file even if the parent or guardian did not return a completed parent questionnaire. At the time of parent subsampling, four types of parents or guardians were retained with certainty (see section 3.1.5 for more information on these four types). Several types of sample members are included in the student files; therefore, the user must take care to select the set that is correct for the research question. Among the types of sample members in the student data set are: 1) students who were added in the first or second follow-ups to freshen the sample; 2) sample members who have participated in one, two or all three waves of the survey; and 3) Base Year Ineligible sample members who were found to be eligible and subsequently included in the first and second follow-up surveys of NELS:88.[1] Eight analytic populations, both cross-sectional and longitudinal, are now represented in the NELS:88 student sample. Different research questions apply to different student populations. In order to choose the correct NELS:88 student sample and produce accurate results, analysts must use the proper sample identification and questionnaire availability indicators as well as the correct statistical weight.

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[1] Note however that the sample of reclassified Base Year Ineligibles (i.e., those found to be eligible in the first follow-up and second follow-up rounds) had not been released prior to the second follow-up.

Table 7-1
NELS:88 components and survey waves for which both magnetic tape and CD-ROM products are available

	Available	Number of Variables on Public Use Version
Base Year		
Student	Yes	411
Dropout	Not Applicable[a]	Not Applicable[a]
School	Yes	212
Teacher	Yes	239
Parent	Yes	332
Transcript	Not Collected[c]	Not Collected[c]
First Follow-Up		
Student	Yes	695
Dropout	Yes	562
School	Yes	834
Teacher	Yes	463
Parent	Not Collected[b]	Not Collected[b]
Transcript	Collected in Second Follow-Up[c]	Not Collected[c]
Second Follow-Up		
Student	Yes	796
Dropout	Yes	574
School	Yes	429
Teacher	Yes	421
Parent	Yes	424
Transcript	Yes	---[c]

[a] Since by definition dropouts could only be identified and studied after the initial round of the survey, there is no base year dropout component.

[b] The parent component was only conducted during the base year and second follow-up.

[c] Transcripts collected during the second follow-up span the entire high school career. The transcript data are available in restricted use form only. The restricted use transcript file includes 236 student-level variables and 251 course-level variables.

Section 7.1 provides an overview of the sample indicators and weights necessary for using the parent data. Section 7.2 includes a complete description of the content and organization of the second follow-up parent data files. Finally, section 7.3 offers an explanation of the hardcopy codebook and an introduction to the NELS:88 electronic codebooks.

7.1 Basics for Analyses: Second Follow-Up Questionnaire and Sample Indicators, and Parent Sample Statistical Weight

The method for naming variables follows a simple pattern. "F2" refers to the second follow-up, "F1" refers to the first follow-up, and "BY" refers to the base year. An "F2" in the prefix means that the variable has been created in the second follow-up for second follow-up sample members. This is an important distinction since some variables that measure the same concept have been created for data sets in more than one round of the survey. In addition, if new information becomes available--for example for students who have not heretofore participated in NELS:88--certain classification variables are revised to reflect this new information. The more recent the creation of a composite, the more likely that it contains the most accurate values. The record layout for the indicators and weight is included in Appendix I. Appendix K includes the second follow-up parent codebook which contains the frequencies for these items.

Questionnaire Indicator and Statistical Weight. One of the first steps to take in carrying out a plan for research involves selection of the proper questionnaire availability indicators. Even tentative investigations that are not statistically weighted must utilize the appropriate indicators for cases with the specified items on the data file.

F2PAQFLG Indicates whether or not a parent questionnaire is available for an eligible parent or guardian of a participating, eligible student.

0 = The parent is a member of the second follow-up subsample and the parent did *not* complete a second follow-up parent questionnaire.

1 = The parent is a member of the second follow-up subsample and the parent did complete a second follow-up questionnaire.

2 = Not applicable. The sample member is *not* member of the second follow-up parent subsample.

F2PAQFLG permits selection of eligible parent cases (F2PAQFLG < 2) and/or eligible cases with parent data present (F2PAQFLG = 1). It is analogous to F2QFLG on the student files and similar indicators that have been constructed for the contextual sample (school administrator and teacher components) and the high school transcript study.

Table 7.1-1 lists the student populations that are represented in the NELS:88 database and the different ways that NELS:88 parent data may be used in analyses with them. Table 7.1-2 links three of these groups to the flags and other special variables, including statistical weights, that must be used in order to select and analyze each of the student groups.

Parent Component Statistical Weight. The NELS:88 data files are designed to be used as weighted data sets in all analyses. Due to the complexity of the NELS:88 sample design, estimation and inference will most likely be inaccurate if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can only be avoided by using the weights provided to analyze specific subsets of the

Table 7.1-1
NELS:88 parent data to use with NELS:88 student analysis populations

Basic Analyses (Student-parent data combinations)

Student Populations		Parent Data
1988 8th-grade cross-section	---------->	1988 parent data
1988 8th graders in 1992 Includes: ● Students/early graduates ● Dropouts from the 8th-grade cohort	---------->	1992 parent data
1990 10th graders in 1992 Includes: ● Students/early graduates ● Dropouts from the sophomore cohort	---------->	1992 parent data
1992 12th graders (senior cohort)	------>	1992 parent data

Special Analyses (Undertake with caution)

Student Populations		Parent Data	Analysis Caveat
1988 8th graders in 1990	---------->	1988 parent data and/or 1992 parent data	No parent panel weight
1990 10th-grade cross-section	---------->	1988 parent data	No parent weight. Bias: no 1988 parent data for 1990 freshened sophomores
1988 8th graders in 1992	---------->	1988 parent data and/or 1992 parent data	No parent panel weight
1990 10th graders in 1992	---------->	1992 parent data	No parent panel weight

Table 7.1-2
Sample combinations, sample numbers, indicators, and weights for analyses with parent data

Possible Data/ Sample Combinations	Comment	Sample ID Flags	Sample Number	Weight
1992 12th-Grade Cross-Section with 1992 Parent Data	Select from second follow-up student file and second follow-up parent file.	F2PAQFLG=1 and F2UNIV2D=01 (from F2 student file)	*N*=14,039	Use the second follow-up parent weight, F2PAQWT.
Second Follow-Up Dropouts and Alternative Completers with 1992 Parent Data	Select from second follow-up student file and second follow-up parent file.	F2PAQFLG=1 and F2UNIV2D=03 (from F2 student file)	*N*=2010	Use the second follow-up parent weight, F2PAQWT.
1988 8th Graders in 1992 with 1992 Parent Data	Select from second follow-up student file and second follow-up parent file.	F2PAQFLG=1 and F2UNIV2D=01 or 02 or 03 (from F2 student file)	*N*=16,395	Use the second follow-up parent weight F2PAQWT.

sample.[2] In order to accommodate analyses of the parent data, F2PAQWT has been constructed and added to the records on the second follow-up parent component magnetic tape and final CD-ROM releases. Refer to Chapter III for a full description of the NELS:88 second follow-up weights.

Panel Analyses with Parent Data. Weights have not been constructed for all possible analytic purposes, including panel analyses with parent data. In instances where there is an analyzable population of interest for which no specific weight has been produced, some existing weights may provide reasonable approximations. It was for this reason that no separate parent weight was produced in the NELS:88 base year: base year parent data can be used with the base year student weight, BYQWT, with only minimal bias.

However, because of parent subsampling in the second follow-up, a special weight, F2PAQWT, was created. F2PAQWT can be used to produce weighted estimates in analyses of 1992 NELS:88 participants, including cohort dropouts and 1992 seniors. However, the second follow-up parent weight exists only in a cross-sectional version. This poses a difficulty if one wishes to conduct longitudinal analyses of, for example, parent-reported changes in the home education support system between 1988 and 1992. No available weight can be used to provide precise population estimates for the longitudinal use of parent data. Use of the 1992 parent weight in conjunction with data from prior rounds can provide an approximation; however, since F2PAQWT was produced for another purpose, population estimates produced from it will contain biases in a panel analysis.

Extreme caution must therefore be exercised if a researcher wishes to conduct a weighted analysis for which a specific weight has not been provided. In particular, the analyst must weigh how much bias will be introduced by substitution of another weight. Two checks that should be made are 1) examination of the sum of the weights to compare that sum to true population totals; and 2) analysis of nonresponse bias, that is of what groups are disproportionately excluded by the weighting strategy. The specific purpose and required degree of precision of the analysis must be taken into account. If subgroup estimates are central to the analytic plan, it is necessary to take into account bias at the subgroup level. In instances where more than one possible weight is available, the decision as to which is best to use should be guided by a comparison of the bias inherent in each alternative. Whatever weighting strategy is used, if the amount of bias is non-trivial, potential biases should be reported with the results.

Table 7.1-3 shows the sum of the second follow-up parent weight, F2PAQWT, when it is applied to the subset of second follow-up parents who completed both a base year and second follow-up parent questionnaire versus all parents who completed a second follow-up parent questionnaire. While the characteristics of most concern are in large measure a function of analytic goals, and while these characteristics might best be viewed in combination rather than individually, Table 7.1-3 highlights race, SES quartile, and region for each group.

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[2] Three student-level weights have been constructed for the second follow-up and are available on the student files:

F2QWT is used for producing weighted twelfth-grade student statistics in *cross-sectional analyses*.

F2F1PNWT is used for producing weighted *student panel* statistics when both the first follow-up and second follow-up data are employed in analyses.

F2PNLWT is used for producing weighted *student panel* statistics when all three rounds, the base year, first follow-up, and second follow-up, are included in the analyses.

In addition to the parent weight, there is also a contextual weight (for the school administrator and teacher files) and three transcript survey weights. A companion variable has been constructed for each of these statistical weights in order to select the appropriate cases.

When F2PAQWT is used in a panel analysis with base year and second follow-up parent data, the sum of the weights is 85.3 percent of the sum obtained when using only the second follow-up parent data. Analysts should examine the remaining 14.7 percent to see if it is randomly distributed or whether the missing data disproportionately affect certain groups and is therefore a potential source of bias. For example, while using F2PAQWT with the parent panel represents only 85.3 percent of 2.6 million parents, 89.2 percent of whites are represented but only 62.5 percent of American Indians and Alaskan Natives, 74.0 percent of Asians and Pacific Islanders, and 74.7 percent of Hispanics are represented. By SES quartile, 90.0 percent of the families in the highest quartile are represented but only 82.2 percent of the families in the lowest quartile are represented. By region, 91.7 percent of students whose school is in the Midwest are represented, yet only 82.4 percent of students in the West are represented. The caveat that the analyst must assess for and be wary of bias is justified in these instances.

Universe Variables. As in every longitudinal survey, the complexity of NELS:88 has increased with each successive survey wave. The changing numbers of cases delivered in each round may be one of several perplexing anomalies to users. The "universe variables" are designed to explain how the status of sample members has changed from one round to another. These variables appear on the student files but are explained here for researchers who may seek a better understanding of the NELS:88 student sample, and therefore, of the parent sample. Moreover, as is explained elsewhere in this chapter, the student and parent files are easily merged by means of the student ID number.

The first of the universe variables, F2UNIV1, is a set of over one hundred mutually-exclusive categories that was designed to encompass each sample member ever in the study. It describes how and when the student sample member entered the NELS:88 cohort and the situation of the sample member in the base year, the first follow-up, and in the second follow-up. Abbreviations for the SAS and SPSS-X value label cards provide this information in the character lengths allowed by those programs (which are shorter than the labels displayed in the codebooks). These abbreviations are:

BY = Base Year
F1 = First Follow-Up
F2 = Second Follow-Up
I = Ineligible for questionnaire administration (mental/physical disability, language barrier)
A = In-school, in-grade
B = In-school, out-of-grade
DO = Dropout
E = Eligible for questionnaire administration
FR = Freshened
NA = Not Applicable (status description for rounds prior to that in which one was freshened into sample)
X = Out-of-scope (deceased, out-of-USA)
? = Status unknown

For each valid category of this variable, the status of the sample member is indicated for the base year, first follow-up, and second follow-up. Examination of the categories of the variable in Appendix K reveals that the status of sample members did change over time. For example, students ineligible for

Table 7.1-3
The sum of F2PAQWT for second follow-up panel parents versus all second follow-up parents

	Base Year-Second Follow-Up Parent Panel Members	All Second Follow-Up Parents
Overall		
Participants	2,236,725	2,622,028[a]
Race		
Asian/PI	69,207	93,499
Hispanic	196,771	263,563
Black	273,047	336,271
White	1,674,474	1,877,564
American Indian/ Alaskan Native	23,226	37,154
Missing	----	13,977
Socio-economic Status		
Low	472,899	574,707
Medium	1,147,832	1,311,841
High	615,994	684,690
Missing	----	50,792
Region[b]		
Northeast	381,474	443,275
Midwest	545,858	595,093
South	683,483	793,346
West	352,245	427,230
Not enrolled	271,751	357,062
Missing	1,914	6,023

[a] The sum of F2PAQWT reported by race, SES, and region may not equal the overall sum of the weights due to rounding.

[b] Refers to the region of the student's school in the second follow-up. This information is not available for students who did not attend a school in the second follow-up. These students are included on the line labeled "Not enrolled."

the base year were subsequently re-surveyed and some were discovered to be capable of completing the survey in the first and/or second follow-ups. Other sample members moved out of the country in a later round and were defined as "out-of-scope" for that round. Some of these sample members had returned to the U.S.A. by the second follow-up and were once again in-scope for data collection. Similarly, students who were freshened in the first or second follow-up did not participate in the base year.

Four additional universe variables are provided, each with a more limited descriptive mission than F2UNIV1. These variables account separately for the information that is combined in the first universe variable. F2UNIV2A reports how sample members initially entered NELS:88. Categories are base year eligible, base year ineligible, or freshened in either the first or second follow-up. F2UNIV2B reports the base year status of all sample members: freshened in either the first or second follow-ups (and thus not at that time an active sample member), in school and in the appropriate grade, ineligible in that round due to a mental, physical or a linguistic barrier. F2UNIV2C reports the first follow-up status of sample members. Categories are freshened in the second follow-up, in school and in the appropriate grade, in school but not in the expected grade for the cohort, dropout, ineligible for this wave, out-of-scope (deceased or not in the U.S.A. during this round of the study), or status currently unknown. Finally, F2UNIV2D reports on the second follow-up status of each sample member. Valid possibilities are in school and in the expected grade, in school but not in the expected grade, dropout, ineligible, out-of-scope or status unknown in this round of NELS:88.

7.2 Content and Organization of the Data Files

The parent public use data file contains a record for a parent of each of 17,610 eligible, participating student sample members in the second follow-up survey, if the parent was not subsampled out of the component by criteria described in Chapter III.[3]

The raw data file contains 423 variables drawn from the parent questionnaire, followed by the statistical weight, special indicators and composite variables. Appendix I contains the logical record length and blocking factor of the original EBCDIC files delivered on tape, as well as the record layout for the second follow-up parent file. The layout shows in detail the organization of the variables within each record on the file. The variables are grouped into similar logical sets as discussed below. Each data item is referred to by its SAS (SPSS-X) variable name, as defined in the control cards provided with the data file.

Four files are provided for the second follow-up parent component. They are:

1. The second follow-up raw data file with the following segments arrayed in the indicated order:

   a. Randomized student ID number (positions 1-7)[4]
   b. Parent questionnaire data elements (positions 8-446)
   c. Statistical weight, flags and composites (positions 447-523);

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[3] In addition to the 17,584 eligible parents, 26 records are included on the file for parents who were initially eligible for data collection, yet it was discovered that these parents were out of scope for reasons described in section 3.1.5. The total number of parent records on the public use data file is 17,610.

[4] The positions for the data entities reference magnetic tape media.

2. SPSS-X control cards for the parent component file;

3. SAS control cards for the parent component file; and,

4. SAS system file for the parent component data.

7.2.1 Identification Codes

The first variable on all of the raw data files, STU_ID, is a unique seven-digit student identification code. This number remains with a student or dropout throughout NELS:88. To link student records across two or more waves of the survey (1988, 1990, and 1992) or between survey components (student, dropout, parent, school, teacher, and transcript), analysts should use STU_ID.

The student ID code consists of a five-digit base year school ID followed by a two-digit student code. Though both sets of numbers were randomly assigned to maintain confidentiality, the IDs contain embedded linking, stratum and PSU information.[5] Students added to the first or second follow-up through freshening were linked to a core sample member. The base year school ID of the linked student was used as the root of the added student's ID. Thus, in all cases, the student ID links students and dropouts to a base year school.

7.2.2 The Parent Public Use File Record Layout

The logical record length, block size and record layout for the second follow-up parent component data file is in Appendix I. The record layout for the base year parent survey appears in Volume I of the *NELS:88 Base Year: Parent Component Data File User's Manual*: The layout shows how variables are ordered within the records for each parent respondent on the file. Items taken from the hardcopy questionnaire appear at the beginning of each parent data record, in the same order as they appear in the second follow-up parent questionnaire contained in Appendix G.

The variables in the record layouts are identified by the SAS and SPSS-X variable names that have been designated for each data element. No more than eight characters may comprise a SAS or SPSS-X variable name. The first two characters of the variable names from the parent questionnaire indicate the survey wave in which the variable was created. Thus, BY in the prefix of the variable name indicates a base year questionnaire item, while F2 in the prefix of the name refers to the second follow-up. The third character in the variable name represents the NELS:88 component, with "P" for parent component, "S" for student, "D" for dropout, "C" for the school component, and so on. BYP and F2P refer to the parent questionnaires as the source document for, respectively, the base year or the second follow-up parent surveys. The naming scheme for items that report parent responses is completed by the suffix of the variable name, which consists of the question number and part. For example, F2P50A is question 50, part A from the second follow-up parent questionnaire.

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[5] Analysts who are employing variance estimation software should note that the student ID reflects the NELS:88 sampling plan in the following way: the left-most two digits of the ID represent the stratum identification number for the case; the middle three digits are the primary sampling unit (PSU) for the school; and the last two digits identify the student uniquely within the stratum and PSU.

7.2.3 Composite Variables

Composites variables are constructed in order to enhance substantive analyses. Since research questions frequently require independent or control variables such as the urbanicity of the school, the socioeconomic status of the family, or the gender of the individual, a large set of classification variables has been carefully constructed and added to the records in most of the second follow-up component files. A description of the specifications used to create these composite variables for the parent component is found in Appendix J.[6] Perusal of these sections may also suggest additional ways in which the data may be configured for analyses. This section introduces the composites that have been constructed for the parent component file of the second follow-up of NELS:88.

Most composite variables are constructed from two or more sources. These may be combinations of questionnaire items from the same or different NELS:88 data files, in the base year, first follow-up, and second follow-up. Some composites are drawn from an external sampling resource that is unavailable to users, or utilize an external conceptual scheme in order to rank, order, or otherwise recode survey data. A few composites are sufficiently central to analyses that they are constructed in each round of the survey. Some values should change over time; for example, it is natural for family size to change over the four year data collection interval of the base year and second follow-up parent surveys. Some variables, such as school type, are quite stable over time for an individual school but the type reported between survey rounds may not be the same if the student sample member changes schools since the first report. Other constructs, such as student sample member gender, may be improved with new information as the survey continues. For example, the second follow-up report on basic demographics is enhanced when a former non-participant completes a new student supplement and questionnaire. Because the sources for composite construction and quality control checks tend to multiply as additional rounds of data are collected, the validity of certain classification variables is strengthened over time. The most recent round in which such a variable appears contains the best classification information for sample members.

Composites of School-level Characteristics. The composites of school-level characteristics provide information on key characteristics of students' second follow-up school. "G12" in the prefix of the variable name indicates a characteristic of the twelfth-grade school the student attended, even if the student were actually attending a different grade in the school during the 1992 data collection. School-level composites are also included on the student component data file for dropouts, and the identification number of the last school attended by the dropout is included on the restricted use dropout component data file.

G12CTRL1 classifies the student's second follow-up school by type of control: public, Catholic or other private, with private schools divided into other religious, no religious affiliation, or affiliation unknown. G12CTRL1 is primarily reported from the school administrator questionnaire and is checked against the QED sampling file for consistency.

G12CTRL2 classifies the student's second follow-up school type into public, Catholic, private NAIS, and other private--not NAIS. The values for this variable were compiled from both QED and NAIS membership lists. This variable appears only on the restricted-use version of the NELS:88 data files.

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[6] Appendix J also lists the flags and the statistical weight for the parent sample in the order in which they appear in the data records.

G12URBN3 is a three-category composite that reflects the type of place in which the student's public school district, Catholic diocese, or, for other private schools, county is located. The categories are urban, suburban and rural. The information was obtained from QED, or when missing, looked up in the U.S. Bureau of the Census, *Statistical Abstract of the United States: 1992* (112th edition), Washington DC, 1992, pages 896-904, and added to the files. This composite is analogous to the variable that was used in HS&B and in NELS:88 sampling.

G12REGON indicates in which of the four U.S. Census regions the student's second follow-up school is located (Northeast, Midwest, South, West). It is created by collapsing the values of the state in the school address. G12STATE is only available on restricted-use files.

Composites of Student-level Characteristics. A number of variables that have been reported by the student sample member (and supplemented with other source materials as needed or available) are included on the parent data file.

F2SEX and F2RACE1 record the gender and race/ethnicity, respectively, of the student sample member. F2API and F2HISP contain more specific Asian/Pacific Islander and Hispanic membership categories of students. F2BIRTHM and F2BIRTHY give the birth month and year of the student sample members. F2HSPROG repeats the type of high school program reported by the student in the second follow-up student questionnaire.

Two composites appear on the parent file that attempt to capture the student sample member's perception of how chance, versus one's own actions, affects the way that life unfolds. Both draw on items that are in the second follow-up student and dropout questionnaires. The first "Locus of Control" construct is designed to be as comparable as possible with similar variables that were created for the NLS-72 and HS&B surveys. In order to achieve this comparability, F2LOCUS1 comprises fewer items than F2LOCUS2. A standardized quartile (created by applying the student weight to scores) is represented in F2LOCU2Q.

Similarly, two constructs that attempt to capture the student sample member's level of self-esteem appear on the parent files. The first, F2CNCPT1, is designed to be as comparable as possible to parallel items in NLS-72 and HS&B, while the second, F2CNCPT2, uses the full set of second follow-up student questionnaire items that are available for operationalizing the concept. The quartile, F2CNCP2Q, is a weighted reflection of the more elaborated self concept measure.

Finally, F2STAT gives the participation status of the student in the second follow-up. F2F1DOST indicates the dropout status of the sample member given what was known at the time of the first follow-up. F2DOSTAT indicates the dropout status of the student sample member by the end of the second follow-up data collection.

Parent and Family Composites. In addition to the F2PAQFLG that indicates the presence of a second follow-up parent questionnaire on the file, an analogous variable, F2BYPAFG, indicates whether a base year parent questionnaire is available. F2BYSPFG and F2SPANFG reveal whether or not the parent questionnaire was completed in Spanish or English in the base year or the second follow-up parent survey respectively.

Family size in the base year is reported in F2BYFMSZ, which was constructed from base year parent data or student data. Base year marital status, F2BYPMAR, was created from the base year parent questionnaire (note that the categories were recoded to match the parallel second follow-up item). The composition of the student sample member's family in 1988 is contained in F2BYFCMP, for which responses were drawn from the base year student questionnaire. Family composition reported by the parent respondent to the base year parent survey appears in F2F1FCMP, although the "F1" in the variable name reflects the fact that it was created in the first follow-up.

Finally, a number of composites are constructed from the second follow-up parent survey data. The composition of the student sample member's family, F2FCMP, and the size of the family in 1992, F2FAMSIZ, are built entirely from second follow-up parent questionnaire items. On the other hand, the highest level of education achieved by the parent respondent, F2PARED, begins with second follow-up parent survey information but brings in other sources of data when the parent item is not obtainable.

Three varieties of socioeconomic status have been constructed for the second follow-up data files. The first of these, F2SES1, and its quartile employ the original scales used in NLS-72 and HS&B and utilize base year parent survey data as the first choice in their complex formula. F2SES2 and its quartile, F2SES2Q, use the same occupational scale but employ second follow-up parent data when available as the preferred source for the required information. The third socioeconomic composite and quartile, F2SES3, are constructed with an updated occupational prestige scale and data from the second follow-up parent component.

7.2.4 Packaged Statistical Programs

The procedures recommended for analyses of NELS:88 data with SAS are outlined in Appendix E. SPSS-X can also be used and both the magnetic data tape releases and the CD-ROM media include files that contain the appropriate control cards for each of these statistical packages. Analysts who wish to create an SPSS-X system file from a SAS system file (or vice-versa) can do so.

7.3 Guide to the NELS:88 Codebooks

The codebooks that have been provided for each wave of the survey fully describe and assist with interpretation of each of the variables on each of the data files. The codebooks summarize all key information for each data element, including:

- the variable name, question number and content;
- the tape position and format on the file for each variable;
- valid and/or missing responses to each item; and,
- for each response category, the unweighted frequency counts, percents, and weighted percents are displayed.

Two related types of codebooks are provided for NELS:88--a hardcopy and an electronic codebook. Both forms of the codebook chronicle the details analysts need to interpret properly the results of each item: the exact wording of the question that was presented to the respondent, the distribution of all legitimate answers among survey participants, the location and type of data element for each variable on the file, as well as names and labels provided for use with statistical software. For some items this basic presentation is supplemented with additional notes about using the data. The first type of codebook is the hardcopy codebook included in the NELS:88 second follow-up data file user manuals. Hardcopy codebook displays are described and illustrated in section 7.3.1.

The second type of codebook is the NELS:88 second follow-Up electronic codebook (ECB). The electronic print files that are produced by the hardcopy codebook software are used as the foundation (the input files) for the ECB software. ECBs provide several advantages. First, the NELS:88 ECBs reside on CD-ROM (Compact Disc Read-Only Memory) and, given the right equipment and software, can be accessed by and copied to a user's personal computer. The NELS:88 data sets have also been released on CD-ROMs, a far more concentrated medium for archiving information than magnetic tapes. The PC mode is both more convenient and far less expensive than mainframe operations for most users. Second, ECBs permit users to scroll through the same variables and survey results found in all versions of the codebooks electronically. In addition, analysts interact with the ECB software to select only those data elements that will be needed for the user's specific analyses. The result is a user-controlled subset of the variables that is fully equipped with the tools required for statistical analysis. The labor-intensive steps that were formerly required to accomplish these preliminary steps to analysis, such as typing in exact variable names, have been rendered obsolete by the ECB system. Additional information on ECBs is given in section 7.3.2.

7.3.1 Hardcopy Codebooks in NELS:88 Data User's Manuals

Both the hardcopy and the ECB versions of the NELS:88 codebooks contain the basic information available on each variable in the NELS:88 data sets. Therefore, even those readers who plan to use ECBs should be familiar with the material in this section in order to take full advantage of the ECB.

Figure 7-1 is an illustration of the information provided in the codebooks for each data element. Each portion of this example is numbered and explained below.

Figure 7-1
An entry in the parent public use codebook

1) Question 50A

2) Tape Pos. 234-234
3) Format: I1

4) F2P50A 5) ATTENDED SCHOOL ACTIVITIES WITH TEEN

6) Attending school activities (sports, plays)

7)	RESPONSE	8) CODES	9) FREQ	10) PER- CENT	11) WGTD PCT
	NEVER.	1	2744	15.6%	18.4%
	RARELY	2	2274	12.9%	13.7%
	SOMETIMES	3	4268	24.2%	24.6%
	FREQUENTLY.	4	5256	29.8%	29.6%
	DOES NOT APPLY (TEEN NOT IN SCHOOL)	5	1665	9.5%	13.7%
12)	RESERVED CODES:				
	NO PARENT QUEX		1215	6.9%	(MISS)
	MULTIPLE RESPONSE	6	5	0.0%	(MISS)
	MISSING	8	183	1.0%	(MISS)
	Totals:		17610	100.0%	100.0%

Figure 7-1 (continued)
An entry in the parent public use codebook

Explanations:

1. Question number: For variables taken directly from the parent questionnaire, this is the same as the parent questionnaire item number. Composite variables and other items such as flags and weights have variable names that reflect their content.

2. Tape position: This item gives the starting and ending tape position of each variable on the data tape.

3. Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

4. SAS and SPSS-X variable name: Each variable on the data set is identified by a unique SAS and SPSS-X variable name. "F2P" in the variable name indicates a second follow-up parent questionnaire variable. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them, for example, G12REGON for "Grade 12 Census region" and F2SES2, one of the three, second follow-up socioeconomic status variables. Users should refer to each variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

5. SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as the variable label in the SAS (SPSS-X) data definition cards on the tape or CD-ROM.

6. Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

7. Response categories: This item provides either the original response categories in the case of questionnaire items or the recoded or constructed response categories for composite variables and data indicators, such as flags. For display in the codebooks, continuous or very sensitive variables have been recoded to collapse all valid values into one or a few response categories. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

8. Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skips and so forth.

9. Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

Figure 7-1 (continued)
An entry in the parent public use codebook

10. Unweighted percentage frequencies: This column displays the frequency counts of item 50A as percentages. All records that were processed are included.

11. Weighted percentage frequencies: This column displays percentages based on response counts weighted up to the relevant population. Cases with reserved code values are excluded from the computation.

12. Reserved codes: In this data set certain codes, termed "reserved codes" have been chosen always to stand for certain situations. These reserved codes and their interpretations are:

6=multiple response	more than one response where only one response was called for
7=refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up
8=missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data
9=legitimate skip	because of responses to preceding questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes are the same as those used in the NLS-72 and HS&B surveys. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the left-most columns are filled with 9s (e.g., 96, 996, 9996).

Note that in the example shown in Figure 7-1, parents who did not respond to the parent questionnaire are shown on a separate line from other missing cases.

Finally, additional comments and notes may be included and displayed below the standard information in the codebooks described in Figure 7-1. These comments alert researchers to the potential for nonresponse bias, a relation to another similar variable or composite, a recoding of a continuous variable in order to improve the codebook presentation, or to recodes or suppressions of sensitive data for confidentiality purposes.

7.3.2 The NELS:88 Electronic Codebook System (ECB)

The electronic codebook combines the convenience, simplicity and cost efficiencies of personal computers (PCs) with Compact Disc Read-Only Memory (CD-ROM) technology. Thousands of NELS:88 variables, the extensive statistical software programs and commands that transform the data in analyses, and electronic versions of data user manuals reside on a single CD-ROM. All are accessible with the MS-DOS operating system and statistical and word processing software that the user is likely already accustomed to working with a PC. Virtually all steps that must be undertaken prior to actual analysis runs on the data files may now be conducted within the ECB.

The ECB software is designed to acquaint the user with the available survey measures and responses by means of on-line, fully documented codebooks. Users may browse through the documentation, searching on both variables names and labels and on question text to find items that are suitable for the research question at hand. The final version of the ECB includes weighted and unweighted frequency distributions. Users can move quickly in the ECB between questionnaire items, sample indicators, and composite variables within a component, or between components of the study, and may select up to 255 variables of interest per session. A window shows how many variables have been tagged at any one time. The process culls a set of variables, and only those variables, that are appropriate to the user's own research issue. Since variable names and labels are stored electronically on the ECB, onerous tasks such as typing in this information that were formerly necessary are eliminated. The ECB permits users to write SAS-PC or SPSS-PC program code and/or command statements in order to construct system files of the selected variables. Finally, a print file of a codebook containing the frequencies for only the tagged items is another option with the ECB. The print file may subsequently be used to generate individualized hardcopy codebooks of the selected variables which may provide a most convenient reference during subsequent data analyses.

In order to use the new ECB technology, the following are required:

- a NELS:88 Compact Disc;
- a CD-ROM reader, used to read or copy the NELS:88 CD-ROM to a personal computer;
- an IBM-compatible personal computer (PC), minimally a 286 system;
- approximately 10 Mb space on the PC for the full ECB system; and[7]
- a substantial amount of space for the data files. Although up to 165 Mb is required for all publicly-available base year, first follow-up, and second follow-up data sets, it is not necessary to copy and/or analyze all of these files simultaneously.

The NELS:88 CD-ROM includes installation procedures, programs and files required by the codebook system, the raw data files and data user manuals (in WordPerfect format).

Different Versions of the ECBs. Table 7.3.2-1 lists three versions of the NELS:88 ECBs that have been created for NELS:88. The base year school sample is representative of all schools in the nation enrolling eighth graders in 1988. On the first follow-up ECB which includes base year files, information reflecting these schools has been released at two levels of analysis: aggregated at the level of the school (one record for each school), as well as distributed at the level of the students who attended those schools (one record for each such student). However, the second follow-up ECB only includes the base year school data at the level of the student.

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[7] Space requirements will vary by the ECB component that is selected, the number of variables that may be chosen for generation of a hardcopy codebook, and by the statistical package used by the researcher.

Table 7.3.2-1
Three versions of the NELS:88 electronic codebooks

ECB Version	Survey Waves and Components	User Version
First Follow-Up ECB	base year, first follow-up (all components)	public use only
Second Follow-Up Interim ECB	base year, first follow-up, and second follow-up, (student and dropout)	public use only
Second Follow-Up Final ECB	base year, updated first follow-up, and second follow-up (student, dropout, school, parent, and teacher)[8]	public use and restricted use

The 1994 release of the first follow-up data contains minor adjustments to the cases that are included on the files. For example, sample members found to have been sampled into the study in error have been deleted and base year ineligible students found to be eligible in the first or second follow-up have been added. A few of the initial first follow-up variables have also been updated on the final version. Such adjustments are possible in longitudinal studies as new information becomes available or technical advancements become feasible.

Although Table 7.3.2-1 includes both the interim and final versions of the second follow-up CD-ROM, this manual primarily discusses the contents of the final version of the second follow-up CD-ROM. The final second follow-up CD-ROM encompasses all thirteen of the major component files through the second follow-up of NELS:88. Cognitive test variables on all three waves of the survey have been refined and the first follow-up cases have been enhanced by the deletion of ineligibles and the addition of survey-eligible BYI sample members. Both the restricted use and public use CD-ROMs display a weighted and an unweighted frequency window.

A number of restricted use ASCII files are also available on a separate CD-ROM; these files will not be in the electronic codebook format. These files include 1) the transcript component data file, 2) all first follow-up and second follow-up School Effectiveness Study data files, 3) the second follow-up early graduate student supplement, 4) the cognitive test item file which is also on the restricted use CD-ROM that contains the ECB, 5) the expanded sample file, and 6) selected zip code-level community contextual variables. Contents of this CD-ROM are more fully described in the *NELS:88 Second Follow-Up Final Technical Report*.

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[8] The second follow-up restricted use CD-ROM contains an ASCII file of the student component cognitive test items; however, these items are not in the ECB format.

Magnetic tape versions of the public use data can be ordered from the U.S. Department of Education, Information Technology Branch at (202) 219-1522. The NELS:88 public use data on ECB/CD-ROM, which includes documentation for the ECB, can be ordered by calling Peggy Quinn at (202) 219-1743. The ECB is a qualitative advance over older approaches to complex data sets. The ease with which the pre-analysis phase is handled by the ECB is expected to increase both the number and types of users drawn to the NELS:88 database and, consequently, the variety of research topics addressed. Additional development of the ECB concept is expected to add useful enhancements. Critiques and suggestions on the ECB, the hardcopy codebook and other elements of the NELS:88 data user manuals are welcome. Please address your comments to:

Peggy Quinn
U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Room 410H
Washington D.C. 20208
Fax (202) 219-1728

NELS:88 restricted use data on magnetic tapes and on the ECB/CD-ROM are available at no charge on a restricted loan basis to individuals and/or institutions that obtain an approved license agreement from NCES. To request a license agreement, the individual and/or institution must provide the following information:

- The title of the survey to which access is desired.
- A detailed discussion of the statistical research project that necessitates accessing the restricted NCES survey data.
- The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
- The name and title of the principal project officer who will oversee the daily operations.
- The number, name, and title of professional and technical staff who will access the survey data base. Each professional or technical staff member with access to the data is required to sign and have notarized an affidavit of nondisclosure.
- The estimated loan period necessary for accessing the NCES survey data base.
- The desired computer product specifications, such as medium (9-track tape, CD-ROM, PC diskette), code convention (ASCII, EBCDIC, SAS), etc.

To obtain further details and a license agreement form please write to:

Alan W. Moorehead
Data Security Officer
Statistical Standards and Methodology Division
U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, N.W.
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Washington D.C. 20208
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APPENDICES

Appendix A

NELS:88-Related Data Files Available from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Reformed Christian schools that are members of the Christian Schools International Organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students (CDS). The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effectiveness Study, supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. The second follow-up wave of NELS:88 included continuations of the base year and first follow-up state augmentations; the school effectiveness study; the continuation of the first follow-up Base Year Ineligibles study; and the continuation of the Christian schools supplement. These auxiliary data files greatly expand and enrich the analytic uses of the study.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students. The second follow-up added over 1,300 SES students to replace students lost due to attrition (such as transfers and dropouts).

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Reformed Christian schools that are members of the Christian Schools International (CSI) Organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth-grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the in-school survey sessions held in their schools. Base year sample members and their parents were surveyed again in the second follow-up.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up. The second follow-up continued the augmentation supplements in these two states.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Effective Schooling for Disadvantaged Students (CDS) of the Johns Hopkins University and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year: School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts[1] of the sophomore cohort and the collection of postsecondary education transcript[2] and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

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[1] In addition to the HS&B and NELS:88 high school transcripts available from the NELS program, two other NCES high school transcript data sets are also available, from records studies of graduating seniors in NAEP schools: the 1987 and 1990 High School Transcripts Studies.

[2] In addition to the NLS-72 and HS&B postsecondary transcripts files available within the NELS program, postsecondary transcripts are also available for 1985-86 and 1989-90 college graduates, through the NCES 1987 and 1991 Recent College Graduates Transcript Studies. Transcripts will also be collected for college graduates surveyed in 1994 as part of the NCES Baccalaureate and Beyond study.

HS&B Base Year Files

The **Language File** contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education. The *NELS:88 Second Follow-Up: Parent Component Data File User's Manual* contains a crosswalk between the items included in the HS&B parent surveys and the NELS:88 base year and second follow-up parent surveys.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second, Third, and Fourth Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

The **Fourth Follow-Up Sophomore File** includes all base year, first, second, third, and fourth follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling, earnings, and periods of unemployment for this cohort, who by 1992 had been out of high school for ten years. HS&B fourth follow-up data are scheduled to be released in 1994.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings File contains school information, course offerings, data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Postsecondary Education Transcript File** for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study includes detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned. An updated transcript file is being prepared as part of the 1992 HS&B fourth follow-up.

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance.)

Appendix B

National Center for Education Statistics, Longitudinal and Household Studies Branch

NELS:88 Publications

NCES NELS:88 Publications

ANALYSIS REPORTS.

Hafner, A., Ingels, S.J., Schneider, B., and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, June 1992; NCES 92-486.

Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, July 1992; NCES 92-488.

Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88***, August 1992; NCES 92-042.

McMillen, M. ***Eighth to Tenth Grade Dropouts***, 1992; NCES 92-006.

Owings, J., and Peng, S. ***Transitions Experienced by 1988 Eighth Graders***, 1992. NCES 92-023.

Green, P. ***High School Seniors Look to the Future, 1972 and 1992***, 1993; NCES 93-473.

McMillen, M., Hausken, E., Kaufman, P., Ingels, S., Dowd, K., Frankel, M. and Qian, J. ***Dropping Out of School: 1982 and 1992***, Issue Brief Series, 1993; NCES 93-901.

Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990***, 1993; NCES 93-087.

Ingels, S.J., Plank, S.B., Schneider, B., and Scott, L.A. ***A Profile of the American High School Sophomore in 1990***, NCES, forthcoming, 1994.

Myers, D., and Heiser, N. ***Students' School Transition Patterns between Eighth and Tenth Grades Based on NELS:88***, forthcoming 1994; NCES 94-137.

Rock, D.A., Owings, J.A., and Lee, R. ***Changes in Math Proficiency Between 8th and 10th Grades***. Statistics in Brief series, 1994, NCES 93-455.

Scott, L.A., Rock, D.A., Pollack, J.M., and Ingels, S.J. ***Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders***, NCES, forthcoming, 1994.

RELEASED E.D. TABULATIONS.

Rasinski, K.A., and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A., Pollack, J.M., and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth-Grade Class***, April 1991; NCES 91-460.

USER'S MANUALS/TECHNICAL REPORTS/METHODOLOGY MONOGRAPHS.

Ingels, S.J., Abraham, S., Rasinski, K.A., Karr, R., Spencer, B.D., and Frankel, M.R. ***NELS:88 Base Year Data File User's Manuals***:

STUDENT COMPONENT:	March 1990; NCES 90-464
PARENT COMPONENT:	March 1990; NCES 90-466
SCHOOL COMPONENT:	March 1990; NCES 90-482
TEACHER COMPONENT:	March 1990; NCES 90-484

Ingels, S.J., Rasinski, K.A., Frankel, M.R., Spencer, B.D., and Buckley, P. ***NELS:88 Base Year Final Technical Report***, 1990; Chicago: NORC.

Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***, August 1990; NCES 90-463.

Rock, D.A., and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Kaufman, P., Rasinski, K.A., Lee, R., and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

Ingels, S.J., Scott, L.A., Lindmark, J.T., Frankel, M.R., and Myers, S.L. ***NELS:88 First Follow-Up Data File User's Manuals***:

STUDENT COMPONENT:	April 1992; NCES 92-030
SCHOOL COMPONENT:	May 1992; NCES 92-084
DROPOUT COMPONENT:	November 1992; NCES 92-083
TEACHER COMPONENT:	November 1992; NCES 92-085

Pieper, D., and Scott, L.A. ***User's Guide to the NELS:88 Base Year/First Follow-Up Electronic Codebook***, March 1993; Chicago: NORC.

Ingels, S.J., Scott, L.A., Rock, D.A., Pollack, J.M., Rasinski, K.A. ***NELS:88 First Follow-Up Final Technical Report***, forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Dowd, K.L., Baldridge, J.D., Stipe, J.L., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Student Component Data File User's Manual***, 1994; NCES 93-374.

Ingels, S.J., Dowd, K.L., Stipe, J.L., Baldridge, J.D., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Dropout Component Data File User's Manual***, 1994; NCES 93-375.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Parent Component Data File User's Manual***, 1994; NCES 94-378.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Teacher Component Data File User's Manual***, 1994; NCES 94-379.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: School Component Data File User's Manual***, 1994; NCES 94-376.

Ingels, S.J., Dowd, K.L., Taylor, J.R., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Transcript Component Data File User's Manual***, 1994; NCES 94-377.

Ingels, S.J., and Dowd, K.L. ***Conducting Trend Analyses: HS&B and NELS:88 Sophomore Cohort Dropouts***, forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., and Baldridge, J.B. ***Conducting Trend Analyses: NLS-72, HS&B, and NELS:88 Seniors***, forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Taylor, J.R. ***Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data***, forthcoming 1994; Washington, D.C.: NCES.

UPCOMING NELS:88 REPORTS AND TECHNICAL DOCUMENTATION.

NELS:88 Second Follow-Up Psychometric Report
NELS:88 Second Follow-Up Final Technical Report
NELS:88 Second Follow-Up Sample Design Report
A Profile of the American High School Senior in 1992
America's High School Seniors: A Twenty Year Comparison, 1972-1992
NELS:88 Second Follow-Up School Effectiveness Study Data File User's Manual

Appendix C

NELS:88 Content Areas and Research Issues

Content areas and corresponding questions in NELS:88 second follow-up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Dropout	Parent
School programs	7 School climate and teacher interaction 12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice	23 Enrolled in educational institution since left school 25-30 Alternative programs 31-32 Plans to get high school diploma or GED	30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 38 Why did teen stop attending school 40 School's reaction to teen's repeated absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ do parents contact school 45 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	40 Job expectations 44-47 Jobs held since high school 48-50 Training programs participated in	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue		62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen
Family finances	58 Steps taken to learn about applying for financial aid		6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 78 Teen plans to continue education 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education
Family, home, friends	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	58 Thoughts on life chances 62 Ages will assume roles and activities 68 Who helps to take care of child 88 Attends religious services	11-17 Parents' occupations 20-21 Ethnic background

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	Student	Dropout	Parent
Language use	109 How well student understands, speaks, reads, and writes English 110 Since fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	90-91 How well student understands, speaks, reads and writes English 92 Receive help in reading, writing, or speaking English when in school; what type of help 93 Would have stayed in school if knowledge of English was better 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Dropout	Parent
School program	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence 12 Description of current high school program 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities	9-14 Event history series on dropping out of school 18 Last school's climate 19 Frequency of cutting class and other disciplinary problems in last school 20 Description of last high school program 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 29 Services received from alternative program	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	37 Parental aspirations for respondent's education 38 Respondent's educational expectations 40B Have enough skills now for career in five years 40C Education needed to get job planned to have when 30 years old	49 How often discusses school, personal and vocational topics with teenager

	Student	Dropout	Parent
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	48 Family decision making rules 50 Family social activities 57 Substance abuse and teenager
Home	101 Run away from home 102-103 How many times moved, changed schools	76 Who lives in same household with respondent 83 Run away from home 85-86 How many times moved, changed schools	8-10 Who lives in household, number under/ over 18 years old 58 How many years lived at present address
Family	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 105-106 Attends/practices religion	77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 88-89 Attends/practices religion	6 How many people are financially dependent on parent 7 Marital status 11-17 Parents' occupations 18 Changes in marital status
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, what type, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	22-23 What is native language 24-25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Dropout	Parent
School climate	12 Description of current school program, access into program 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school	19 Frequency of cutting class and other disciplinary problems in last school 20 Description of last high school program	34 Reason teen changed schools 41 Satisfaction with teen's education 43-44 Interaction between school and parents 46 Parent's knowledge of teen's education
Applying for colleges	41 What do people think is most important for student to do right after high school 44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to		61 How far parent wants teen to go 62 Parent's preparation with teen for standardized tests 63 Discussions with teen about college 64 Has teen applied for college/ vocational school

	Student	Dropout	Parent
Family, home	66 Self-esteem 105/106 Practices/attends religious services	57 Self-esteem 87-88 Practices/attends religious services	6 How many people are financially dependent on parent 19-21 Ethnic background 22-28 Parent/family language use
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	22-28 Parent/family language use

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Dropout	Parent
Dropping out	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	6-8 When did respondent last attend school, what grade, did respondent pass that grade 9-16 Event history series on dropping out of school 17 Was leaving school a good decision, why 19 Frequency of cutting class and other disciplinary problems in last school 21 School's response to respondent dropping out 22 Parents' response to respondent dropping out 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 25-30 Alternative programs 31 Plans to get a high school diploma or GED	36-37 In last 2 years has teen missed 10+ consecutive school days/ 21+ consecutive school days for reasons other than illness 38 In reference to teen's longest absence from school, why did teen stop attending 39-40 What actions did parents, school take for teen's absences
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in math class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	18 Last school's climate	41-42 Feelings about aspects of teen's school
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 41 How satisfied with teen's high school education 43-44 How often does school contact parents/ do parents contact school 45-46 Parental involvement in school and teen's courses

	Student	Dropout	Parent
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	31 Plans to get a high school diploma or GED 37 Parental aspirations for respondent's education 38 Respondent's educational expectations 39 People talked to respondent about continuing education 40-43 Job expectations, recent job search 44-46 Jobs held since high school 47 Where respondent spent earnings 48-50 Participated in training programs	71-73 Teen's jobs held
Family finances			74 Total family income 76-77 Current educational expenses, amount
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	48 Family decision making rules 49 Interaction between parents about teen 50 Family social activities 57 Substance abuse and teenager
Home	101 Run away from home 102-103 How many times moved, changed schools	76 Who lives in same household with respondent 83 Run away from home 85-86 How many times moved, changed schools	2-5 Teen's current living situation 8-10 Who lives in household, number under/ over 18 years old 58-60 How many years lived at present address, how respondent feels about community
Family	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 105-106 Attends/practices religion	77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 88-89 Attends/practices religion	7 Marital status 11-17 Parents' occupations
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92A Received help in English 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

	Student	Dropout	Parent
School programs	14 Participation in Upward Bound program	15 Name and location of last school attended	45-46 Parental involvement in school and teen's courses
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	31-34 Plans to get a high school diploma or GED 44-46 Details on jobs held since high school 48-50 Participated in training programs	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held 78 Teen plans to continue education
Applying for college	45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue 64 Job expectations right after high school and when 30 years old		62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen
Family finances	58 Steps taken to learn about applying for financial aid		74 Total family income 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-91 Amounts expected to spend, borrow for teen's education
Family, home, friends	67 Thoughts on life chances 72 Ages will assume roles and activities 100 Perception of relationship with parents	58 Thoughts on life chances 80 Family related events	49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Dropout	Parent
School climate	7 School climate, teacher interaction 8 Safety in school	18 Last school's climate	42 Thoughts about teen's school climate, teaching and program 44 How often have parents contacted teen's school 47 Parental influence in school functioning
Dropping out		21 Plans to get a high school diploma or GED 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)	38 Why did teen stop attending school 40 School's reaction to teen's repeated absences

	Student	Dropout	Parent
School programs	14 Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	25-30 Alternative programs	41 How satisfied with teen's education
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search 57 Help from school in applying for colleges	38 Respondent's educational expectations	43-44 Interaction between school and parents 45 Communication between parents about teen's postsecondary transition 56 Communication with parents of teen's friends 70 Sources of information about postsecondary opportunities 84 Who parents discussed postsecondary transition with
Family, home, friends	68 Importance of peer group activities	59 Activities of respondent's friends 60 Importance of peer group activities	60 Safety of neighborhood

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Dropout	Parent
School, education	12B Access into current high school program 14 Upward Bound 26 Who tutored student (besides parents)	22 Parent's response to respondent dropping out 35 Time spent on various activities	30 Is teenager currently in school 35 Has teen ever been suspended, expelled from school 36-37 In last 2 years has teen missed 10+ consecutive school days/ 21+ consecutive school days for reasons other than illness 38 In reference to teen's longest absence from school, why did teen stop attending 39 What actions did parents take for teen's absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ parents contact school 45-46 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Applying for colleges	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education	37 Parental aspirations for respondent 40C Education needed to get job planned to have when 30 years old	61 Educational aspirations for teenager 62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen 78 Teen plans to continue education

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	Student	Dropout	Parent
Transitions to work		44-47 Details of jobs held since high school	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career
Family finances			6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial education 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education
Family relations	67 Thoughts on life chances 96 Family related events 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	58 Thoughts on life chances 68 Who helps to take care of child 80 Family related events 81 Who makes decisions in family 82 Respondent's perception of relationship with parents	48 Who makes decisions in household on various independence issues 49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager 51 Are there family rules about maintaining grades, doing homework, attending school 52 Importance of different values in a teenager 57 Substance abuse and teenager, teenager's friends
Home, community relations	29 Have been recognized by school or community 36 Feelings about youth service programs 37-39 Have participated in volunteer/community service, why, through what organizations 97 Do parents know student's friends' parents	76 Who lives in same household with respondent 88 Attended religious services	2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 25 Ability using English 26 Difficulties encountered because of lack of English 53-54 Familiarity with teen's friends 55-56 How often does parent talk to parents of teen's schoolmates, friends 58-60 How many years lived at present address, how respondent feels about community

Appendix D

Intracohort and Intercohort Parent Questionnaire Crosswalks

Intracohort and Intercohort Parent Questionnaire Crosswalks

Parent Questions
A=NELS:88 F2 Parent
B=NELS:88 BY Parent
C=HS&B Parents of Seniors
D=HS&B Parents of Sophomores

QUESTION NUMBER				QUESTION WORDING
A	B	C	D	
1A	1A-1	1	1	R's relationship to teenager
1B	1A-2	-	-	R's spouse's relationship to teenager
2	1B	-	-	Time teenager lives with R
3	-	-	-	Who teenager lives with most of the time
4	78	-	-	Another parent who lives outside home
5	-	-	-	Extent other parent decides on teen's education
6	2	58	54	Number of people financially dependent on R
7	7	49	43	Current marital status
8A	-	-	-	Teenager's father lives with teen
8B	-	-	-	Teenager's stepfather lives with teen
8C	-	-	-	Other adult male lives with teen
8D	-	-	-	Teenager's mother lives with teen
8E	-	-	-	Teenager's stepmother lives with teen
8F	-	-	-	Other adult female lives with teen
8G	-	-	-	Teenager's husband/wife lives with teen
8H	-	-	-	Teenager's boy/girlfriend lives with teen
9A	-	-	-	Number of brothers living with teen (incl. step- and half-)
9B	-	-	-	Numbers of sisters living with teen (incl. step- and half-)
9C	-	-	-	Number of teen's children living with teen
9D	-	-	-	Number of grandparents living with teen
9E	-	-	-	Number of relatives under 18 living with teen
9F	-	-	-	Number of relatives over 18 living with teen
9G	-	-	-	Number non-relatives under 18 living with teen
9H	-	-	-	Number non-relatives over 18 living with teen
10A	-	-	-	Total number people under 18 living with teen
10B	-	-	-	Total number people over 18 living with teen
11A	32,33A	46,46A	37,37A	R's current employment situation
11B	35,36A	51,51A	45,45A	R's spouse's current employment situation
12	33B	46B	37B	Has R ever held regular job
13	34B	47A	38A	Description of most recent job or occupation
14	-	-	-	Who R works for
15	36B	52	45B	Has R's spouse ever held regular job
16	37B	53	46	Description of spouse's most recent job
17	-	-	-	Who spouse works for
18A1	-	-	-	R divorced in 1988
18A2	-	-	-	R separated in 1988
18A3	-	-	-	R was widowed in 1988
18A4	-	-	-	R was married or remarried in 1988

18A5	-	-	-	R began living in a marriage-like relationship in 1988
18A6	-	-	-	None of these events occurred in 1988
18B1	-	-	-	R divorced in 1989
18B2	-	-	-	R separated in 1989
18B3	-	-	-	R was widowed in 1989
18B4	-	-	-	R was married or remarried in 1989
18B5	-	-	-	R began living in a marriage-like relationship in 1989
18B6	-	-	-	None of these events occurred in 1989
18C1	-	-	-	R divorced in 1990
18C2	-	-	-	R separated in 1990
18C3	-	-	-	R was widowed in 1990
18C4	-	-	-	R was married or remarried in 1990
18C5	-	-	-	R began living in a marriage-like relationship in 1990
18C6	-	-	-	None of these events occurred in 1990
18D1	-	-	-	R divorced in 1991
18D2	-	-	-	R separated in 1991
18D3	-	-	-	R was widowed in 1991
18D4	-	-	-	R was married or remarried in 1991
18D5	-	-	-	R began living in a marriage-like relationship in 1991
18D6	-	-	-	None of these events occurred in 1991
19	10	61	56	Ethnic, race and cultural distinctions
20	10A	-	-	Asian or Pacific Islander background
21	10B	61	56	Hispanic background
22	-	-	-	English is native language (first learned)
23	-	-	-	Native language other than English
24A	-	-	-	Time native language used with spouse
24B	-	-	-	Time native language used with child/children
24C	-	-	-	Tine native language used with relatives
24D	-	-	-	Time native language used with friends
25A	26A	-	-	How well R understands spoken English
25B	26B	-	-	How well R speaks English
25C	26C	-	-	How well R reads English
25D	26D	-	-	How well R writes English
26A	-	-	-	Problems reading books, news, etc. in English
26B	-	-	-	Problems filling out forms in English
26C	-	-	-	Problems understanding teen's teachers
26D	-	-	-	Problems being understood by teen's teachers
26E	-	-	-	Problems helping with homework in English
27	22A	-	-	Is language other than English spoken in home
28	22B	-	-	Is English spoken at home
29	-	-	-	Last grade teen attended/current grade level
30	-	-	-	Is teen currently enrolled in school
31	39	-	-	Years teen been a present school
32MO	-	-	-	Last month teen enrolled in school
32YR	-	-	-	Last year teen enrolled in school
33	-	-	-	In past 4 years, times teen changed schools
34A	-	-	-	Teen changed schools because of disciplinary problems
34B	-	-	-	Teen changed schools because of academic problems
34C	-	-	-	Teen asked to changed schools

34D	-	-	-	Family/teen moved to use a specialized program
34E	-	-	-	Family/teen moved for other reasons
34F	-	-	-	School closed or merged with another
34G	-	-	-	Wanted to change from public to private
34H	-	-	-	Wanted to change from private to public
34I	-	-	-	Wanted to change to magnet school
34J	-	-	-	Wanted to take advantage of special courses
34K	-	-	-	Teen came to the U.S. from another country
35A	50	-	-	Teen considered to have a behavior problem
35B	-	-	-	Has teen ever been suspended from school
35C	-	-	-	Has teen ever been expelled from school
36	-	-	-	Last 2 years, teen missed school for 10+ days
37	-	-	-	Last 2 years, teen missed school for 21+ days
38A	-	-	-	Teen stopped attending school-conflicting job
38B	-	-	-	Teen stopped attending school-problems w/teachers, students
38C	-	-	-	Teen stopped attending school-became pregnant or parent
38D	-	-	-	Teen stopped attending school-family, friends dropped out
38E	-	-	-	Teen stopped attending school-suspended or expelled
38F	-	-	-	Teen stopped attending school-failing/poor grades
38G	-	-	-	Teen stopped attending school-got married
38H	-	-	-	Teen stopped attending school-drug/alcohol abuse
39A	-	-	-	R called school because teen stopped attending
39B	-	-	-	R offered to send teen to special program after absence
39C	-	-	-	R arranged outside counseling after absence
39D	-	-	-	R arranged special tutoring after absence
39E	-	-	-	R offered to help teen w/personal problem after absence
39F	-	-	-	R encouraged teen to stay in school aft absence
39G	-	-	-	R punished when teen stopped attend school
39H	-	-	-	R decided not to get involved after absence
40A	-	-	-	School called home after longest absence
40B	-	-	-	School visited home after longest absence
40C	-	-	-	School sent letter after longest absence
40D	-	-	-	School offered to send teen to special program
40E	-	-	-	School encouraged teen to stay in school after absence
40F	-	-	-	School offered teen special tutoring after absence
40G	-	-	-	School offered to help teen make up work missed
40H	-	-	-	School offered to help with personal problems
40I	-	-	-	School made teen see a counselor after absence
40J	-	-	-	School threatened to suspend or expel teen
40K	-	-	-	School suspended or expelled teen after absence
41	75	2	2	R's satisfaction with teen's education so far
42A	74A	-	-	School places high priority on learning
42B	74B	-	-	Homework is worthwhile
42C	-	-	-	School assigns too much homework
42D	-	-	-	School assigns too little homework
42E	74F	-	-	School sets realistic academic standards
42F	-	-	-	School sets too low of academic standards
42G	74G,74H	-	-	School adequately prepares for further school
42H	-	-	-	School adequately prepares for future work

42I	74I	-	-	School is a safe place
42J	-	-	-	School rules for behavior are strict
42K	-	-	-	Teaching at school is good
42L	-	-	-	Teachers are interested in students
42M	74J	-	-	Parents have an adequate say in school policy
42N	74K	-	-	Parents work together to support school policy
42O	-	-	-	School provides programs for students' needs
42P	-	-	-	Drinking on school grounds is a problem
42Q	-	-	-	Drug use on school grounds is a problem
42R	-	-	-	Sale/use of drugs to/from school is a problem
42S	-	-	-	Theft on school grounds is a problem
42T	-	-	-	Violence on school grounds is a problem
42U	-	-	-	Lack of discipline in classes is a problem
43A	57A	-	-	School contacted R about teen's grades
43B	57B	-	-	School contacted R about teen's academic program
43C	-	-	-	School contacted R about teen's future plans
43D	57C	-	-	School contacted R about teen's future courses
43E	-	-	-	School contacted R about teen's attendance
43F	57E	-	-	School contacted R about teen's behavior
43G	57F,57H	-	-	School contacted R about volunteering
43H	-	-	-	School contacted R-specific homework skills
44A	58A	-	-	R contacted school-teen's grades/performance
44B	58B	-	-	R contacted school-teen's academic program
44C	-	-	-	R contacted school-teen's future plans
44D	-	-	-	R contacted school-course selection after high school
44E	-	-	-	R contacted school-teen's attendance record
44F	58C	-	-	R contacted school-teen's behavior in school
44G	58D,58F	-	-	R contacted school-volunteering or fund raising
45A	-	-	-	R attended program on education opportunities for teen
45B	-	-	-	R attended program on financial aid after HS for teen
45C	-	-	-	R attended program on employment and careers for teen
46A	-	-	-	R knows courses teen taking in past term
46B	-	-	-	R knows how well teen is performing
46C	-	-	-	R knows how many credits teen has gained
46D	-	-	-	R knows how many credits teen needs to graduate
47A	-	-	-	Influence parents should have-where school funds spent
47B	-	-	-	Influence parents should have-curriculum/courses offered
47C	-	-	-	Influence parents should have-hiring administrators
47D	-	-	-	Influence parents should have-books and instruct material
47E	-	-	-	Influence parents should have-hiring teachers
47F	-	-	-	Influence parents should have-books put in school libraries
47G	-	-	-	Influence parents should have-evaluation teachers/administrators
47H	-	-	-	Influence parents should have-amount of homework assigned
47I	-	-	-	Influence parents should have-discipline policies
47J	-	-	-	Influence parents should have-academic standards
48A	-	-	-	Who decides-how late teen can stay out
48B	-	-	-	Who decides-when teen can use care
48C	-	-	-	Who decides-whether teen can have a job
48D	-	-	-	Who decides-how teen spend his/her money

48E	-	-	-	Who decides-whether teen drinks at home
48F	-	-	-	Who decides-whether teen drinks when out
48G	-	-	-	Who decides-when no privileges because of alcohol/drug use
48H	-	-	-	Who decides-whether teen goes to college/other
48I	-	-	-	Who decided-which courses teen takes
49A	-	-	-	Amt R and teen talk-about education courses or programs
49B	-	-	-	Amt R and teen talk-about school activities/events
49C	-	-	-	Amt R and teen talk-about material studied in class
49D	-	-	-	Amt R and teen talk-about teen's grades
49E	-	-	-	Amt R and teen talk-about admission standardize test
49F	68	17D,17E	13B,13C	Amt R and teen talk-about apply college/other schools
49G	-	17D,17E	13B,13C	Amt R and teen talk-about specific jobs after HS
49H	-	-	-	Amt R and teen talk-about community/national/world events
49I	-	-	-	Amt R and teen talk-about teen's problems
49J	-	-	-	Amt R and teen talk-about teen's interests/hobbies
50A	-	-	-	Time spent together-school activities
50B	-	-	-	Time spent together-homework or schl project
50C	-	-	-	Time spent together-concerts, plays, movies
50D	-	-	-	Time spent together-sports event outside school
50E	-	-	-	Time spent together-religious services
50F	-	-	-	Time spent together-family social functions
50G	-	-	-	Time spent together-day trips/vacations
50H	-	-	-	Time spent together-hobby or playing sports
50I	-	-	-	Time spent together-going shopping
50J	-	-	-	Time spent together-eating out/restaurants
50K	-	-	-	Time spent together-just talking
50L	-	-	-	Time spent together-doing something else fun
51A	65A	-	-	Family rules-maintain certain grade point average
51B	65B	-	-	Family rules-doing homework
51C	-	-	-	Family rules-attending school regularly
52A	-	-	-	Importance of quality-try hard to succeed
52B	-	-	-	Importance of quality-honesty
52C	-	-	-	Importance of quality-good sense/judgment
52D	-	-	-	Importance of quality-self control
52E	-	-	-	Importance of quality-gets along with peers
52F	-	-	-	Importance of quality-obeys parents
52G	-	-	-	Importance of quality-responsible
52H	-	-	-	Importance of quality-considerate of others
52I	-	-	-	Importance of quality-interest in how & why things happen
52J	-	-	-	Importance of quality-good student
52K	-	-	-	Importance of quality-stands up for things he/she believes in
52L	-	-	-	Importance of quality-resists peer pressure
53	62	-	-	R knows names of any of teen's friends
54A1	62A1	-	-	1st friend attends school with teen
54B1	62B1	-	-	R knows parents of 1st friend
54A2	62A2	-	-	2nd friend attends school with teen
54B2	62B2	-	-	R knows parents of 2nd friend
54A3	62A3	-	-	3rd friend attends school with teen
54B3	62B3	-	-	R knows parents of 3rd friend

54A4	62A4	-	-	4th friend attends schools with teen
54B4	62B4	-	-	R knows parents of 4th friend
54A5	62A5	-	-	5th friend attends school with teen
54B5	62B5	-	-	R knows parents of 5th friend
55	-	-	-	Number of parents R talks to-teens in same school
56A	-	-	-	Amt R talks to other parents-things going on at school
56B	-	-	-	Amt R talks to other parents-teen's education plans after HS
56C	-	-	-	Amt R talks to other parents-teen's career plans
57A	-	-	-	R feels-drinking is a problem with teen's friends
57B	-	-	-	R feels-teen has drinking problem
57C	-	-	-	R feels-drug use is a problem with teen's friends
57D	-	-	-	R feels-teen has drug problem
57E	-	-	-	R feels-drinking by friends bad influence on teen
57F	-	-	-	R feels-drug use by friends bad influence on teen
57G	-	-	-	R feels-theft/violence problem with teen's friends
58	-	-	-	Number of years R lived in neighborhood
59	-	-	-	R feels part of neighborhood or is it just a place to live
60	-	-	-	How R rates neighborhood safety
61	-	5	5	How far R wants teen to go in education
62A	-	-	-	R encouraged teen to prepare for the SAT
62B	-	-	-	R encouraged teen to prepare for the ACT
62C	-	-	-	R encouraged teen to prepare for the ASVAB
62D	-	-	-	R encouraged teen to prepare for the GED
63	-	-	-	Past year amount R talked to teen about education after HS
64	-	-	-	Has teen applied for admiss to educational program after HS
65A	-	-	-	R's help-teen wants to decide him/herself
65B	-	-	-	R's talked to teen-particular schools
65C	-	-	-	R's talked to teen-schl's general qualities
65D	-	-	-	R's gave teen info brochure about school
65E	-	-	-	R offered to take teen to college counselor
66A	-	37A	-	Important in deciding school-low expenses
66B	-	37B	-	Important in deciding school-financial aid
66C	-	37C	-	Important in deciding school-curriculum/courses
66D	-	37E	-	Important in deciding school-school's athletics
66E	-	37F	-	Important in deciding school-school's social life
66F	-	37G	-	Important in deciding school-live at home
66G	-	37H	-	Important in deciding school-live away from home
66H	-	37I	-	Important in deciding school-religious environment
66I	-	37J	-	Important in deciding school-low crime environment
66J	-	37K	-	Important in deciding school-good job placement record
66K	-	-	-	Important in deciding school-good graduate placement
66L	-	37D	-	Important in deciding school-academic reputation
66M	-	-	-	Important in deciding school-easy admission standard
66N	-	-	-	Important in deciding school-degree program for job
66O	-	-	-	Important in deciding school-racial/ethnic composition
66P	-	-	-	Important in deciding school-size of school
66Q	-	-	-	Important in deciding school-geographic location
66R	-	-	-	Important in deciding school-same school as spouse/partner
67	-	-	-	Number of schools R visited with teen

68	-	-	-	Has teen expressed interest in job or profession
69	-	-	-	Category/description of job teen interested in
70A	-	-	-	Best job information-R or spouse
70B	-	-	-	Best job information-someone else in family
70C	-	-	-	Best job information-family friend
70D	-	-	-	Best job information-teen's school
70E	-	-	-	Best job information-school counselor
70F	-	-	-	Best job information-teen's friends
70G	-	-	-	Best job info-acquaintance who works in field
70H	-	-	-	Best job information-books or magazines
70I	-	-	-	Best job information-vocational or community college
70J	-	-	-	Best job information-local business or association
71	-	-	-	Has teen ever worked for pay
72MO	-	-	-	Month teen last worked for pay
72YR	-	-	-	Year teen last worked for pay
73MO	-	-	-	Month teen started working for pay
73YR	-	-	-	Year teen started working for pay
74	80	70A,71A	65A,66A	Family's total gross income before taxes
75	81	-	-	Number of wage earners contributing to income
76A	82A,82B	-	-	Current educational expenses-private elementary or HS
76B	82D	-	-	Current educational expenses-tutoring
76C	82C	-	-	Current educational expenses-college tuition
76D	-	-	-	Current educational expenses-other
77	82A	-	-	Total annual education expenditures
78	83	28	27	Does teen plan to continue education
79A	84AA	25A	21A	Financial prep for teen's education-savings account
79B	84AB	25B	21B	Financial prep for teen's education-insurance policy
79C	84AC	25C	21C	Financial prep for teen's education-U.S. Savings Bonds
79D	84AD	25D	21D	Financial prep for teen's education-invest stock/real estate
79E	84AE	25E	21E	Financial prep for teen's education-investment/mutual fund
79F	84AF	25F	21F	Financial prep for teen's education-other job/work more
79G	84AG	25G	21G	Financial prep for teen's education-other savings
79H	-	-	-	Financial prep for teen's education-reduce other expense
79I	-	-	-	Financial prep for teen's education-remortgage property
79J	-	-	-	Financial prep for teen's education-teen savings
80	-	27	23	Teen's grade when R began to save for teen's education
81	84B	26	22	How much money R set aside for teen's education
82	84D	-	-	Does R expect this amount to cover total costs
83	-	-	-	Has R read or talked about sources of financial aid
84A	-	28-1	-	Financial aid-R talked with HS guidance counselor
84B	-	28-2,-4	-	Financial aid-R talked to vocational/technical school rep
84C	-	28-3	-	Financial aid-R talked to loan officer at bank
84D	-	28-10	-	Financial aid-R talked to knowledgeable person
84E	-	28-5	-	Financial aid-R read US Dept of Ed info on aid
84F	-	28-6	-	Financial aid-R read info from vocational/tech school on aid
84G	-	28-7	-	Financial aid-R read about aid available through military
85A	-	-	-	Plan to pay for education-from loans
85B	-	-	-	Plan to pay for education-scholarships/grants
85C	-	-	-	Plan to pay for education-work programs

86A	-	-	-	Has R or teen applied-for loans
86B	-	-	-	Has R or teen applied-for scholarships/grants
86C	-	-	-	Has R or teen applied-for work programs
87A	-	30D	25D	How much R knows-state student loans
87B	-	30B	25B	How much R knows-federal loan programs
87C	-	30E	25E	How much R knows-college/university loans
87D	-	30F	25F	How much R knows-private loans by banks
88	-	32	-	Has teen ever applied for financial aid
89A	85A,85B	33A,33B	-	Reason no aid-family/teen can pay for education
89B	85E,85F	33E,33F	-	Reason no aid-grades not high enough to quality
89C	-	-	-	Reason no aid-R nor teen wish to report financial situation
89D	-	-	-	Reason no aid-teen will attend school part-time
89E	85G	33H	-	Reason no aid-too much paper work required
89F	85H	33I	-	Reason no aid-R not able to get info on aid
89G	-	-	-	Reason no aid-money not available for aid
89H	86J	33K	-	Reason no aid-other relatives will pay for education
89I	-	-	-	Reason no aid-missed the application deadline
89J	-	-	-	Reason no aid-R doesn't know how to apply
90	-	-	-	Amount of $ R expects to spend on teen's education
91	-	-	-	Amt of debt R will go into for teen's education
92A	82BA	-	-	Sources of $-R/spouse's current earnings
92B	82BB	-	-	Sources of $-R/spouse's savings/sale of assets
92C	82BC	69	-	Sources of $-second mortgage
92D	82BD	-	-	Sources of $-R/spouse's personal loan
92E	82BE	-	-	Sources of $-alimony or child support
92F	82BF	-	-	Sources of $-teen's earnings/savings
92G	82BG	-	-	Sources of $-trust fund
92H	82BH	-	-	Sources of $-contributions from relatives
92I	82BI	-	-	Sources of $-scholarships or grants
92J	82BJ	-	-	Sources of $-state and federal loans
92K	82BK	-	-	Sources of $-Social Security/Veteran's benefit
92L	82BL	-	-	Sources of $-Other
93	-	-	-	Did anyone help R complete questionnaire
94A	-	-	-	Teen helped R complete questionnaire
94B	-	-	-	R's spouse helped R complete questionnaire
94C	-	-	-	Another family member helped R complete questionnaire
94D	-	-	-	Friend helped R complete questionnaire
94E	-	-	-	Another person helped R complete questionnaire
94AMO	-	-	-	Month questionnaire completed
94AYR	-	-	-	Year questionnaire completed

Supplemental Questions for Parents New to NELS:88

95	1B	-	-	Amount of time teen lived with R
96	-	-	-	Who teen lived with most of time, if not R
97	2	58	54	Number of people dependent on R
98	7	49	43	R's marital status
99	-	-	-	Does R have a spouse/partner

100A	-	56	51	What is the sex of R
100B	-			What is the sex of R's spouse/partner
101A	30	38	29	Highest level of school R completed
101B	31	50	44	Highest level of school R's spouse completed
102	3A	-	-	Number of teen's brothers/sisters (including half- and step-)
103	4	-	-	Number of children in Q.102 older than teen
104	5B	-	-	Number of children in Q.102 who graduated HS
105	6	-	-	Number of children in Q.102 who dropped out HS
106	8	57	52	Year R was born
107	9	57A	52A	Year R's spouse born

Appendix E

Guidelines for Using SAS with NELS:88 Second Follow-Up Parent Data

Guidelines for Using SAS with NELS:88 Second Follow-Up Parent Data

The files provided on the public release tape include SAS cards and SAS system files for the NELS:88 second follow-up parent data file. The SAS system file for the parent survey includes:

1) Questionnaire data
2) Composites

Users who plan to analyze NELS:88 data on personal computers can seek counsel in the Guide to the NELS:88 ECB/CD-ROM. The sections that follow pertain primarily to mainframe applications.

The following are situations which may be encountered when using large data files with SAS and suggestions for handling them.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new data set.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

3. The large number of VALUE statements in the PROC FORMAT section requires that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

   ```
   //LIBRARY DD SPACE=(TRK,(25,25,60))
   ```

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

   ```
   //WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
   ```

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them.

   Suppose you were interested in investigating how the family size reported by the parents of students in public and private Grade 12 schools may vary. In this example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the second follow-up parent SAS system file and to create a two-way crosstab. The FORMAT statement in PROC FREQ links each variable in the crosstab to the appropriate set of value labels stored in the temporary format library.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F2PA.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE PC106V

      01 = "PUBLIC"
      02 = "CATHOLIC"
      03 = "PRIV/OTH RELIG"
      04 = "PRIV/NON-RELIG"
      05 = "PRIV/TYPE UNKNWN"
      06 = "STU NOT ENROLLED"
      96 = "MULT RESPONSE"
      97 = "REFUSAL"
      98 = "MISSING"
;
VALUE PC103V

      01 = "1"
      02 = "2"
      03 = "3"
      04 = "4"
      05 = "5"
      06 = "6"
      07 = "7"
      08 = "8"
      09 = "9"
      10 = "10+"
      98 = "MISSING"
;

PROC FREQ DATA=IN1.F2PARENT;
FORMAT
G12CTRL1    PC106V.
F2FAMSIZ    PC103V.
;

TABLES G12CTRL1 * F2FAMSIZ;
TITLE "SCHOOL TYPE BY F2 FAMILY SIZE";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. (Using about 90 format links in the format statement proved successful on the University of Chicago mainframe).

6. Whenever variables are needed from several files (i.e., second follow-up parent and student), the files may be merged by STU_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis. Users are reminded to first sort the files by the variables selected for merging; that is, sort both files by STU_ID.

7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
```

8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.

9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

11. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for some of them, sources of data from outside the parent questionnaire were merged into the parent data to construct the variables.

12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed if it appears as the first character in the first variable label on a printed page.

Appendix F

NELS:88 Base Year Parent Questionnaire

NELS 88

STUDENTS TEACHERS PARENTS SCHOOLS

NORC - 4456
Form Approved
OMB No. 1850-0593
App. Exp.: 1/89

PARENT QUESTIONNAIRE

NELS: 88

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

Prepared for: U.S. Department of Education
Center for Education Statistics

By: NORC, A Social Science Research Center
University of Chicago

As a matter of policy, the Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any questions you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move through high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of others, and the answers you give will never be identified as yours.

FOR OFFICE USE ONLY

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

This page is intentionally left blank.

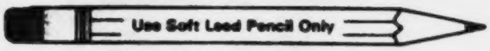
MARKING DIRECTIONS

- Use only a soft lead pencil (No. 2 is best).
- Make dark marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

CORRECT MARKS	INCORRECT MARKS
●○●○●	⊘⊗●⊙∅

EXAMPLE: 1. Will marks made with ballpoint or felt-tip pen be properly read?

○ Yes ● No


Use Soft Lead Pencil Only

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On the cover of this questionnaire, you will find the name of an eighth grader. Please check the cover to make certain that the child named on the cover is one for whom you or your spouse or partner are responsible. The questionnaire should be completed by the parent or guardian who is most familiar with the student's current school situation and educational plans. If you are the appropriate person, please fill out the questionnaire and return it in the postage-paid envelope provided. If neither you nor your spouse or partner are the appropriate person, please call Lee Howard collect at (312) 702-8998, to discuss the best way to get the questionnaire to the appropriate person.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

Below are instructions for responding to the various types of questions that appear in the Parent Questionnaire.

MARK ONE

What is the color of your eyes?

(MARK ONE)

Brown .... ○
Blue .... ○
Green .... ●
Another color .... ○

If the color of your eyes is green, you would mark the oval to the right of green.

MARK ALL THAT APPLY

Last week did you do any of the following?

(MARK ALL THAT APPLY)

See a play .... ○
Go to a movie .... ●
Attend a sporting event .... ●

If you went to a movie and went to a sporting event last week, you would mark the ovals as shown.

CONTINUED ON NEXT PAGE

MARK ONE OVAL FOR EACH LINE

Are you planning to do any of the following next week?

(MARK ONE OVAL FOR EACH LINE)

	Yes	**No**	**Don't Know**
a. Go grocery shopping	●	○	○
b. Go to a museum	○	●	○
c. Visit a relative	○	○	●

If you plan to go grocery shopping, do not plan to go to a museum, and are not sure about visiting a a relative next week, you would mark one oval on each line as shown above. **IT IS VERY IMPORTANT THAT YOU MARK ONE OVAL ON EACH LINE.**

SKIP TO, GO TO

2. Do you play bridge?

(MARK ONE)

Yes .... ○ ⟶ **GO TO Question 3**
No .... ● ⟶ **SKIP TO Question 4**

3. How many times a week do you play bridge?

(MARK ONE)

Once a week .... ○
Twice a week............ ○
More than twice a week .. ○

4. Do you play tennis?

(MARK ONE)

Yes .... ●
No .... ○

If you do not play bridge, you would mark the oval as shown above. You would not answer Question 3. Instead you would skip over Question 3 and go directly to Question 4. Sometimes you will be asked to skip several questions.

WE HOPE THAT YOU WILL ANSWER EVERY QUESTION (OTHER THAN THOSE YOU SHOULD LEGITIMATELY SKIP), BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

IMPORTANT: PLEASE READ CAREFULLY BEFORE BEGINNING THE QUESTIONNAIRE.

For any particular eighth grader, it is important that we know which individuals are referred to as the child's parents/guardians in the answers you are providing. To help us, we ask that, just for the purposes of this survey, you use the following guidelines:

TWO PARENTS OR GUARDIANS IN THE HOUSEHOLD

1. If you are the child's parent (biological or adoptive) and you are married to the child's other parent (biological or adoptive), answer all questions concerning YOUR SPOUSE/PARTNER with reference to your spouse.

2. If you are the child's parent (biological or adoptive) and you are now married to or living with someone other than the child's other parent (biological or adoptive), answer all questions concerning YOUR SPOUSE/PARTNER with reference to your current partner (not your ex-spouse).

3. If you are a grandparent of the child and you are living with one of the biological parents of the child, answer all questions concerning YOUR SPOUSE/PARTNER with reference to that biological parent (not your own spouse).

SINGLE PARENT OR GUARDIAN HOUSEHOLD

4. If you are the child's parent (biological or adoptive) and there is no other parent/guardian in the household, mark questions referring to YOUR SPOUSE/PARTNER as NOT APPLICABLE. For example, if you are divorced, do not consider your ex-spouse as your spouse/partner.

GRANDPARENT(S) OR FOSTER PARENT(S) HOUSEHOLD

5. If a grandparent or two grandparents or a foster parent or two foster parents are the guardian(s) of the child, even if biological parents exist and live outside of the household, answer with reference to yourself (yourselves). If a grandparent is living with one of the child's biological or adoptive parents, see Item 3 above.

THE NUMBER OF THE STATEMENT ABOVE THAT BEST DESCRIBES YOUR SITUATION IS: (CIRCLE ONE)

1 2 3 4 5

IF NONE OF THE ABOVE STATEMENTS APPLIES, BRIEFLY DESCRIBE YOUR SITUATION:

[redacted]

WE WOULD LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOUR FAMILY'S BACKGROUND.

1A. What is your relationship and that of your spouse/partner to the student named on the front cover? Please read the instructions on the opposite page regarding who to consider as your spouse/partner before answering this question.

(MARK ONE FOR EACH COLUMN)

	1A-1 You	1A-2 Your Spouse/ Partner
Mother	○	○
Father	○	○
Stepmother	○	○
Stepfather	○	○
Grandmother	○	○
Grandfather	○	○
Other female relative	○	○
Other male relative	○	○
Other female guardian	○	○
Other male guardian	○	○
NOT APPLICABLE: No other parent/guardian		○

1B. How much of the time does the student named on the front cover live with you?

(MARK ONE)

- All of the time ○
- More than half of the time ○
- Half of the time ○
- Less than half of the time ○
- None of the time ○

2. Altogether, how many people are dependent upon you (or you and your spouse/partner)? Count everyone — include individuals not living with you and your spouse/partner — who receives one-half or more of their financial support from you or your spouse/partner. Do not include yourself or your spouse/partner.

Total number of dependents (not counting you or your spouse/partner):

(MARK ONE)

- None ○
- One ○
- Two
- Three ○
- Four
- Five
- Six
- Seven
- Eight or more

3A. We would like to know how many brothers and sisters your eighth grader has. Please consider all siblings, including half- and step- and adoptive brothers and sisters.

(MARK ONE)

- None ... ○ → **If you answered "none," SKIP TO Question 7 on Page 8.**
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

3B. How many of these siblings, including half- and step- and adoptive brothers and sisters, are presently in the home?

(MARK ONE)

- None ○
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

4. How many of the children referred to in Question 3A are older than your eighth grader?

(MARK ONE)

- None ... ○ → **If you answered "none," SKIP TO Question 7 on Page 8.**
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

5A. How many of the children referred to in Question 4 are now in high school?

(MARK ONE)

- None ○
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

5B. How many of the children referred to in Question 4 have graduated from high school?

(MARK ONE)

- None ○
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

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6. How many of the children referred to in Question 4 dropped out of school before graduating from high school?

(MARK ONE)

None ○
One ○
Two ○
Three ○
Four ○
Five ○
Six or more ○

7. What is your current marital status?

(MARK ONE)

Divorced ○
Widowed ○
Separated ○
Never married ○
Not married but living in a marriage-like relationship ○
Married ○

8. In what year were you born?

(MARK ONE)

1929 or earlier ○
1930-1939 ○
1940-1944 ○
1945-1949 ○
1950-1954 ○
1955-1959 ○
1960 or later ○

9. In what year was your spouse/partner born?
REMINDER: Use "spouse/partner" definition from page 6.

(MARK ONE)

Does not apply. I do not have a spouse/partner ○
1929 or earlier ○
1930-1939 ○
1940-1944 ○
1945-1949 ○
1950-1954 ○
1955-1959 ○
1960 or later ○

10. Which best describes you?

Asian or Pacific Islander ○ → **GO TO 10A**
Hispanic, regardless of race ○ → **SKIP TO 10B**
Black, not of Hispanic origin ○
White, not of Hispanic origin ○
American Indian or Alaskan Native ○
→ **SKIP TO Question 11 on Page 9**

10A. Which of these best categorizes your ethnic background?

ASIAN OR PACIFIC ISLANDER **(MARK ONE)**

Chinese ○
Filipino ○
Japanese ○
Korean ○
Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc.) ○
Pacific Islander (Samoan, Guamanian, etc.) ○
South Asian (Asian Indian, Pakistani, Bangladeshi, Sri Lankan, etc.) ○
West Asian (Iranian, Afghan, Turkish, etc.) ○
Middle Eastern (Iraqi, Israeli, Lebanese, etc.) ○
Other Asian ○
→ **SKIP TO Question 11 on Page 9**

10B. Which of these best categorizes your ethnic background?

HISPANIC **(MARK ONE)**

Mexican, Mexican-American, Chicano ○
Cuban ○
Puerto Rican ○
Other Hispanic ○

If you have answered Part B above, please also answer the following:

10C. What is your race?

(MARK ONE)

Black Hispanic ○
White Hispanic ○
Other Hispanic ○

NOW GO ON TO QUESTION 11

PLEASE NOTE: QUESTIONS 11 TO 16 ASK ABOUT YOUR EIGHTH GRADER'S BIOLOGICAL PARENTS.

11. Was your eighth grader's mother born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area?

(MARK ONE)

She was born in the United States .... ○ → **SKIP TO Question 14 on Page 10**

She was born in Puerto Rico .... ○ → **GO TO Question 12**

She was born in another country/area .... ○ → **GO TO Question 12**

I don't know where she was born................. ○ → **SKIP TO Question 14 on Page 10**

12. How many years ago did she come to the United States to stay?

(MARK ONE)

Less than 1 year............... ○
1 to 2 years .... ○
3 to 5 years .... ○
6 to 10 years .... ○
11 to 15 years................. ○
16 or more years .... ○
Does not apply. She did not come to the United States.............. ○ → **SKIP TO Question 14 on Page 10**
Does not apply. She is only temporarily in the United States .... ○ → **SKIP TO Question 14 on Page 10**
Don't know .... ○

13. What kind of work did your eighth grader's mother do most recently before coming to the United States?

(MARK ONE)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .... ○

CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter .... ○

FARMER, FARM MANAGER .... ○

HOMEMAKER (without other job)............... ○

LABORER such as construction worker, car washer, sanitary worker, farm laborer .... ○

MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .... ○

MILITARY such as career officer, enlisted man or woman in the Armed Forces.................................. ○

OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver.................. ○

PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .... ○

PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .... ○

PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner .... ○

PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter............................ ○

SALES such as salesperson, advertising or insurance agent, real estate broker .... ○

SCHOOL TEACHER such as elementary or secondary .... ○

SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter .... ○

TECHNICAL such as draftsman, medical or dental technician, computer programmer .... ○

Never worked .... ○

Don't know .... ○

14. Was your eighth grader's father born in the United States (that is, any of the fifty states or the District of Columbia), in Puerto Rico, or in another country or area?

(MARK ONE)

He was born in the United States .... ○ → **SKIP TO Question 17 on Page 11**

He was born in Puerto Rico .... ○ → **GO TO Question 15**

He was born in another country/area .... ○ → **GO TO Question 15**

I don't know where he was born................ ○ → **SKIP TO Question 17 on Page 11**

15. How many years ago did he come to the United States to stay?

(MARK ONE)

Less than 1 year................ ○
1 to 2 years .... ○
3 to 5 years .... ○
6 to 10 years .... ○
11 to 15 years .... ○
16 or more years .... ○

Does not apply. He did not come to the United States.............. ○ → **SKIP TO Question 17 on Page 11**
Does not apply. He is only temporarily in the United States .... ○ → **SKIP TO Question 17 on Page 11**

Don't know .... ○

16. What kind of work did your eighth grader's father do most recently before coming to the United States?

(MARK ONE)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .... ○

CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter .... ○

FARMER, FARM MANAGER .... ○

HOMEMAKER (without other job)................ ○

LABORER such as construction worker, car washer, sanitary worker, farm laborer .... ○

MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .... ○

MILITARY such as career officer, enlisted man or woman in the Armed Forces................................ ○

OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver.................... ○

PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .... ○

PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .... ○

PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner .... ○

PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter .... ○

SALES such as salesperson, advertising or insurance agent, real estate broker .... ○

SCHOOL TEACHER such as elementary or secondary .... ○

SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter .... ○

TECHNICAL such as draftsman, medical or dental technician, computer programmer .... ○

Never worked .... ○

Don't know .... ○

17. Was your eighth grader born in the United States (that is, any of the fifty states, or the District of Columbia), in Puerto Rico, or in another country or area?

(MARK ONE)

He/she was born in the United States .... ○→ **SKIP TO Question 19**

He/she was born in Puerto Rico .... ○→ **GO TO Question 18**

He/she was born in another country/area .... ○→ **GO TO Question 18**

18. How many years ago did your eighth grader come to the United States to stay?

(MARK ONE)

Less than 1 year .... ○
1 to 2 years .... ○
3 to 5 years .... ○
6 to 8 years .... ○
9 to 11 years .... ○
12 or more years .... ○
Does not apply. Child is only temporarily in the United States .... ○

19. Did your eighth grader attend school outside the United States?

(MARK ONE)

Yes .... ○→ **GO TO Question 20**

No .... ○→ **SKIP TO Question 22A**

20. What grade/s has your eighth grader completed outside the United States?

(MARK ALL THAT APPLY)

a. Kindergarten .... ○
b. First grade .... ○
c. Second grade .... ○
d. Third grade .... ○
e. Fourth grade .... ○
f. Fifth grade .... ○
g. Sixth grade .... ○
h. Seventh grade .... ○
i. Eighth grade .... ○
j. My child has not completed any grade/s outside of the United States .... ○

21. What grade was your eighth grader placed in when he/she started school in the United States?

(MARK ONE)

Kindergarten .... ○
First grade .... ○
Second grade .... ○
Third grade .... ○
Fourth grade .... ○
Fifth grade .... ○
Sixth grade .... ○
Seventh grade .... ○
Eighth grade .... ○

22A. Is any language other than English spoken in ○ your home?

(MARK ONE)

Yes .... ○→ **GO TO Question 22B**

No .... ○→ **SKIP TO Question 29 on Page 13**

22B. Is English also spoken in your home?

(MARK ONE)

Yes .... ○
No .... ○

	22C. What languages other than English are spoken in your home? (MARK ALL THAT APPLY)	**22D. Of these languages, which is most often spoken in your home?** (MARK ONE)
2. Spanish	○	○
3. Chinese	○	○
4. Japanese	○	○
5. Korean	○	○
6. A Filipino language	○	○
7. Italian	○	○
8. French	○	○
9. German	○	○
10. Greek	○	○
11. Polish	○	○
12. Portuguese	○	○
13. Other	○	○

BE SURE TO ANSWER BOTH COLUMNS

23. What is the main language people in your home usually speak?

24. What language do you currently use most often?

	(MARK ONE)	(MARK ONE)
English	○	○
Spanish	○	○
Chinese	○	○
Japanese	○	○
Korean	○	○
A Filipino language	○	○
Italian	○	○
French	○	○
German	○	○
Greek	○	○
Polish	○	○
Portuguese	○	○
Other	○	○

BE SURE TO ANSWER BOTH COLUMNS

25. With regard to the language that you marked in Question 22D, how well do you do each of the following?

(MARK ONE ON EACH LINE)

How well do you . . .	Very well	Pretty well	Well	Not very well	Not at all well
a. Understand someone speaking that language	○	○	○	○	○
b. Speak that language	○	○	○	○	○
c. Read that language	○	○	○	○	○
d. Write that language	○	○	○	○	○

26. With regard to English, how well do you do the following?

(MARK ONE ON EACH LINE)

How well do you . . .	Very well	Pretty well	Well	Not very well	Not at all well
a. Understand someone speaking English	○	○	○	○	○
b. Speak English	○	○	○	○	○
c. Read English	○	○	○	○	○
d. Write English	○	○	○	○	○

27. What language do you usually speak to your eighth grader in your home?

28. What language does your eighth grader usually speak to you in your home?

	(MARK ONE)	(MARK ONE)
English	○	○
Spanish	○	○
Chinese	○	○
Japanese	○	○
Korean	○	○
A Filipino language	○	○
Italian	○	○
French	○	○
German	○	○
Greek	○	○
Polish	○	○
Portuguese	○	○
Other	○	○

BE SURE TO ANSWER BOTH COLUMNS

NOTE: The following question pertains to fundamental freedoms of expression. This question will provide helpful information for the interpretation of survey results. If you have any reservations about answering this question, please remember that you may leave it unanswered.

29. What is your religious background?

ANSWERING THIS QUESTION IS OPTIONAL
(MARK ONE)

- Baptist .... ○
- Methodist .... ○
- Lutheran .... ○
- Presbyterian .... ○
- Episcopalian .... ○
- Other Protestant .... ○
- Catholic .... ○
- Eastern Orthodox .... ○
- Other Christian .... ○
- Jewish .... ○
- Moslem .... ○
- Buddhist .... ○
- Hindu .... ○
- Tao .... ○
- Other .... ○
- None .... ○

THE NEXT SERIES OF QUESTIONS IS ABOUT YOUR EDUCATIONAL AND WORK EXPERIENCES AND THOSE OF YOUR SPOUSE/PARTNER.

30. What is the highest level of education you have ○ completed?

(MARK ONE)

Eighth grade or less .... ○

Beyond eighth grade, but not high school graduation .... ○

GED .... ○

High school graduation .... ○

Vocational, trade, or business school after High School

Less than one year .... ○

One to two years .... ○

Two years or more .... ○

College program

Less than two years of college .... ○

Two or more years of college .... ○

Finished a two-year program .... ○

Finished a four or five-year program .... ○

Master's degree or equivalent .... ○

Ph.D., M.D., or other advanced degree .... ○

31. What is the highest level of education your spouse/ ○ partner has completed? REMINDER: Use "spouse/partner" definition from page 6.

(MARK ONE)

Eighth grade or less .... ○

Beyond eighth grade, but not high school graduation .... ○

GED .... ○

High school graduation .... ○

Vocational, trade, or business school after High School

Less than one year .... ○

One to two years .... ○

Two years or more .... ○

College program

Less than two years of college .... ○

Two or more years of college .... ○

Finished a two-year program .... ○

Finished a four or five-year program .... ○

Master's degree or equivalent .... ○

Ph.D., M.D., or other advanced degree .... ○

Does not apply, I have no spouse/partner .... ○

32. During the past week, were you working full-time ○ (35 hours or more) or part-time?

(MARK ONE)

Yes, working full-time .... ○ → **SKIP TO Question 34**

Yes, working part-time .... ○ → **SKIP TO Question 34**

No, I have a job but was not at work because of temporary illness, vacation, or strike .... ○ → **SKIP TO Question 34**

No .... ○ → **GO TO Question 33A on Page 14**

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33A. Which one of these best describes your current situation?

(MARK ONE)

Unemployed and looking for work .... ○
Disabled and not looking for work .... ○
Retired .... ○
In school .... ○
Keeping house (full-time).......................... ○
None of the above .... ○

33B. Have you ever held a regular job (including self-employment)?

(MARK ONE)

Yes .... ○ → **GO TO Question 34**
No............................... ○ → **SKIP TO Question 35 on Page 15**

34. Please describe your present or most recent job. If you hold more than two jobs, describe only one job, that which you consider to be your main job.

34A. Are you self-employed or do you work for someone else?

(MARK ONE)

Self-employed .... ○
Working for someone else .... ○

CONTINUE WITH QUESTION 34B

34B. Which of the categories below comes closest to describing this job?

(MARK ONE)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .... ○
CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter .... ○
FARMER, FARM MANAGER .... ○
HOMEMAKER (without other job).............. ○
LABORER such as construction worker, car washer, sanitary worker, farm laborer .... ○
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .... ○
MILITARY such as career officer, enlisted man or woman in the Armed Forces.................................. ○
OPERATIVE such as meat cutter, assembler, machine operator, welder; taxicab, bus, or truck driver.................... ○
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .... ○
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .... ○
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner................................ ○
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter............................... ○
SALES such as salesperson, advertising or insurance agent, real estate broker .... ○
SCHOOL TEACHER such as elementary or secondary .... ○
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter .... ○
TECHNICAL such as draftsman, medical or dental technician, computer programmer .... ○
Never worked .... ○
Don't know .... ○

35. During the past week, was your spouse/partner ○ working full-time (35 hours or more) or part-time?

(MARK ONE)

Does not apply. I have no spouse/partner .... ○ → **SKIP TO Part 2 on Page 16**

Yes, working full-time .... ○ → **SKIP TO Question 37**

Yes, working part-time .... ○ → **SKIP TO Question 37**

No, he/she has a job, but was not at work because of temporary illness, vacation, or strike .... ○ → **SKIP TO Question 37**

No.......................... ○ → **GO TO Question 36A**

36A. Which one of these best describes your spouse/partner's current situation?

(MARK ONE)

Unemployed and looking for work .... ○
Disabled and not looking for work .... ○
Retired .... ○
In school .... ○
Keeping house (full-time)...................... ○
None of the above .... ○

36B. Has your spouse/partner ever held a regular job (including self-employment)?

(MARK ONE)

Yes .... ○ → **GO TO Question 37**

No.............................. ○ → **SKIP TO Part 2 on Page 16**

37. Please describe your spouse/partner's present or most recent job. If your spouse/partner has more than one job, please describe only one job, that which your spouse/partner considers to be his or her main job.

37A. Is he or she self-employed or does he or she work for someone else?

(MARK ONE)

Self-employed .... ○
Working for someone else .... ○

37B. Which of the categories below comes closest to ○ describing this job?

(MARK ONE)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent .... ○

CRAFTSPERSON such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter .... ○

FARMER, FARM MANAGER .... ○

HOMEMAKER (without other job)................ ○

LABORER such as construction worker, car washer, sanitary worker, farm laborer .... ○

MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official .... ○

MILITARY such as career officer, enlisted man or woman in the Armed Forces............................. ○

OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver.................... ○

PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher .... ○

PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher .... ○

PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner .... ○

PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter .... ○

SALES such as salesperson, advertising or insurance agent, real estate broker .... ○

SCHOOL TEACHER such as elementary or secondary .... ○

SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter .... ○

TECHNICAL such as draftsman, medical or dental technician, computer programmer .... ○

Never worked .... ○

Don't know .... ○

THIS CONCLUDES OUR QUESTIONS CONCERNING YOUR FAMILY'S BACKGROUND.

[redacted]

THE NEXT GROUP OF QUESTIONS DEALS WITH YOUR CHILD'S SCHOOL LIFE.

38. Did your eighth grader attend any of the following pre-first-grade programs?

(MARK ONE ON EACH LINE)

	Yes	**No**	**Don't Know**
a. Day care program	○	○	○
b. Nursery or pre-school	○	○	○
c. Head Start	○	○	○
d. Kindergarten	○	○	○

39. How many years has your eighth grader been at his or her present school?

(MARK ONE)

One year or less ○
Two years ○
Three years ○
Four years ○
Five years or more ○

40. How many times has your eighth grader changed schools since he or she entered first grade? DO NOT count changes that occurred as a result of promotion to one grade or level or a move from one elementary school building to a middle school building in the same district.

(MARK ONE)

None ○
Once ○
Twice ○
Three times ○
Four times ○
Five or more times ○

41. Was your eighth grader ever skipped a grade in school?

(MARK ONE)

Yes ○ → **GO TO Question 42**

No ○ → **SKIP TO Question 44**

42. Did your eighth grader ever skip a grade because of:

(MARK ONE ON EACH LINE)

	Yes	**No**
a. Parental request	○	○
b. School request	○	○
c. Other reason	○	○

43. What grade(s) did he or she skip?

(MARK ALL THAT APPLY)

a. Kindergarten ○
b. First grade ○
c. Second grade ○
d. Third grade ○
e. Fourth grade ○
f. Fifth grade ○
g. Sixth grade ○
h. Seventh grade ○

44. Was your eighth grader ever held back a grade in school?

(MARK ONE)

Yes ○ → **GO TO Question 45**

No ○ → **SKIP TO Question 47 on Page 17**

45. Was your eighth grader ever held back a grade because of:

(MARK ONE ON EACH LINE)

	Yes	**No**
a. Parental request	○	○
b. School request	○	○
c. Other reason	○	○

46. What grade(s) did he or she repeat?

(MARK ALL THAT APPLY)

a. Kindergarten ○
b. First grade ○
c. Second grade ○
d. Third grade ○
e. Fourth grade ○
f. Fifth grade ○
g. Sixth grade ○
h. Seventh grade ○
i. Eighth grade ○

47. In your opinion, does your eighth grader have any of the following problems?

(MARK ONE ON EACH LINE)

	Yes	No
a. Visual handicap (not correctable by glasses)	○	○
b. Hearing problem	○	○
c. Deafness	○	○
d. Speech problem	○	○
e. Orthopedic problem (for example, club foot, absence of arm or leg, cerebral palsy, amputation, polio)	○	○
f. Other physical disability	○	○
g. Specific learning problem (for example, dyslexia, or other reading, spelling, writing, or math disability)	○	○
h. Emotional problem	○	○
i. Mental retardation	○	○
j. Other health problem	○	○

48. Has your eighth grader ever received special services for any or all of the following?

(MARK ONE ON EACH LINE)

	Yes	No
a. Visual handicap (not correctable by glasses)	○	○
b. Hearing problem	○	○
c. Deafness	○	○
d. Speech problem	○	○
e. Orthopedic problem (for example, club foot, absence of arm or leg, cerebral palsy, amputation, polio)	○	○
f. Other physical disability	○	○
g. Specific learning problem (for example, dyslexia, or other reading, spelling, writing, or math disability)	○	○
h. Emotional problem	○	○
i. Mental retardation	○	○
j. Other health problem	○	○

49. Is your eighth grader currently enrolled in any of the following special programs/services?

(MARK ONE ON EACH LINE)

	Yes	No	Don't Know
a. Bilingual or bicultural education program	○	○	○
b. English as a second language program	○	○	○
c. Special services for orthopedically handicapped students	○	○	○
d. Special education services for students with learning disabilities	○	○	○

50. Has your eighth grader ever been considered to have a behavior problem at school?

(MARK ONE)

Yes ○
No ○

51. Is your eighth grader currently enrolled in a gifted or talented program? **(MARK ONE)**

Yes ○ → **GO TO Question 52**
No ○ → **SKIP TO Question 53**
Don't know ○ → **SKIP TO Question 53**

52. How important to you are each of the following possible benefits of a gifted or talented program for your eighth grader?

(MARK ONE ON EACH LINE)

	Very important	Somewhat important	Not very important	Not at all important
a. May complete school faster	○	○	○	○
b. May gain deeper understanding of school subjects	○	○	○	○
c. Has an opportunity to associate with other high-ability children	○	○	○	○
d. Has greater intellectual challenge and stimulation	○	○	○	○
e. Has opportunities for development of musical or artistic abilities	○	○	○	○

STUDENTS DIFFER IN THE WAYS THEY COME TO ENROLL IN CERTAIN CLASSES. THE FOLLOWING GROUP OF QUESTIONS ADDRESSES THIS MATTER.

53. Is your eighth grader enrolled in an algebra course this year? **(MARK ONE)**

Yes ○ → **GO TO Question 54**
No ○ → **GO TO Question 54**
Don't know ○ → **SKIP TO Question 55 on Page 18**

54. Who was the most influential in deciding that your eighth grader would or would not take algebra this year? **(MARK ONE)**

School Personnel ○
You or another parent or guardian ○
Your eighth grader ○
Someone else ○
Don't know ○
Not applicable, algebra not offered ○

55. Is your eighth grader enrolled in a foreign language course this year? **(MARK ONE)**

Yes .... ○ → **GO TO Question 56**
No.............................. ○ → **GO TO Question 56**
Don't know .... ○ → **SKIP TO Question 57**

56. Who was most influential in deciding that your eighth grader would or would not take a foreign language course this year?

(MARK ONE)

School Personnel .... ○
You or another parent or guardian .... ○
Your eighth grader .... ○
Someone else .... ○
Don't know .... ○
Not applicable, foreign language not offered ..... ○

THE NEXT GROUP OF QUESTIONS ASKS ABOUT YOUR CONTACT WITH YOUR CHILD'S SCHOOL.

57. Since your eighth grader's school opened last Fall, how many times have you been contacted by the school about the following?

(MARK ONE ON EACH LINE)

	None	Once or twice	Three or four times	More than four times
a. Your eighth grader's academic performance	○	○	○	○
b. Your eighth grader's academic program for this year	○	○	○	○
c. Your eighth grader's course selection for high school	○	○	○	○
d. Placement decisions regarding your eighth grader's high school program	○	○	○	○
e. Your eighth grader's behavior in school	○	○	○	○
f. Participating in school fund raising activities	○	○	○	○
g. Obtaining information for school records such as your address or work telephone number	○	○	○	○
h. Doing volunteer work such as supervising lunch, or chaperoning a field trip	○	○	○	○

58. Since your eighth grader's school opened last Fall, how many times have you or your spouse/partner contacted the school about each of the following?

(MARK ONE ON EACH LINE)

	None	Once or twice	Three or four times	More than four times
a. Your eighth grader's academic performance	○	○	○	○
b. Your eighth grader's academic program for this year	○	○	○	○
c. Your eighth grader's behavior in school	○	○	○	○
d. Participating in school fund raising activities	○	○	○	○
e. Providing information for school records such as your address or work telephone number	○	○	○	○
f. Doing volunteer work such as supervising lunch, or chaperoning a field trip	○	○	○	○

59. Do you and your spouse/partner do any of the following at your eighth grader's school?

(MARK ONE ON EACH LINE)

	Yes	No
a. Belong to a parent-teacher organization	○	○
b. Attend meetings of a parent-teacher organization	○	○
c. Take part in the activities of a parent-teacher organization	○	○
d. Act as a volunteer at the school	○	○
e. Belong to any other organization with several parents from your eighth grader's school (for example, neighborhood or religious organizations)	○	○

THIS CONCLUDES OUR SET OF QUESTIONS CONCERNING YOUR CHILD'S SCHOOL LIFE.

PART 3 — YOUR CHILD'S FAMILY LIFE

THE NEXT GROUP OF QUESTIONS INQUIRES ABOUT YOUR CHILD'S LIFE OUTSIDE OF SCHOOL — INCLUDING FAMILY LIFE AND ACTIVITIES IN THE COMMUNITY.

60. Has your eighth grader attended classes outside of his or her regular school to study any of the following?

(MARK ONE ON EACH LINE)

	Yes	No
a. Art	○	○
b. Music	○	○
c. Dance	○	○
d. Language	○	○
e. Religion	○	○
f. The history and culture of his/her ancestors	○	○
g. Computer skills	○	○
h. Other	○	○

61. Do you or your eighth grader take part in any of the following activities?

(MARK TWO ON EACH LINE, one for you and one for your child)

	A. YOU		B. YOUR EIGHTH GRADER	
	Yes	No	Yes	No
a. Borrow books from the public library	○	○	○	○
b. Attend concerts or other musical events	○	○	○	○
c. Go to art museums	○	○	○	○
d. Go to science museums	○	○	○	○
e. Go to history museums	○	○	○	○

62. Do you know the first name (or nickname) of any of your eighth grader's close friends?

Yes ○ → **CONTINUE with this question**
No ○ → **GO TO Question 63**

Please list the first names (or nicknames) of your eighth grader's close friends and indicate:
(A) whether the friend attends school with your eighth grader (Yes or No), and
(B) whether you know the parent/s of that child (Yes or No).

(MARK TWO ON EACH LINE, one for Part A and one for Part B)

First names of friends:	A. Attends same school		B. I know parent/s of this child	
	Yes	No	Yes	No
1. ____________	○	○	○	○
2. ____________	○	○	○	○
3. ____________	○	○	○	○
4. ____________	○	○	○	○
5. ____________	○	○	○	○

63. Since your eighth grader began the first grade, has he or she been involved in any of the following non-school activities?

(MARK ONE ON EACH LINE)

	Yes	No
a. Boy or Girl Scouts	○	○
b. Cub Scouts or Brownies	○	○
c. Campfire or Bluebirds	○	○
d. Boys Club - Girls Club	○	○
e. Religious group	○	○
f. YMCA, YWCA, Jewish Community Center	○	○
g. Little League or other sports teams	○	○
h. 4-H Club	○	○
i. Community-based group	○	○

64. Are there family rules for your eighth grader about any of the following television-related activities?

(MARK ONE ON EACH LINE)

	Yes	No
a. What programs he/she may watch	○	○
b. How early or late he/she may watch television	○	○
c. How many hours he/she may watch television overall	○	○
d. How may hours he/she may watch television on school days	○	○

65. Are there family rules that are enforced for your eighth grader about any of the following activities?

(MARK ONE ON EACH LINE)

	Yes	No
a. Maintaining a certain grade average	○	○
b. Doing homework	○	○
c. Doing household chores	○	○

66. Parents differ in how much they talk to their children about what they do in school. How often do you or your spouse/partner talk with your eighth grader about his or her experiences in school?

(MARK ONE)

Not at all ○
Rarely ○
Occasionally ○
Regularly ○

67. Parents differ in how much they talk to their children about their plans for high school. How often do you or your spouse/partner talk with your eighth grader about his or her plans for high school?

(MARK ONE)

Not at all ○
Rarely ○
Occasionally ○
Regularly ○

68. How often do you or your spouse/partner talk with your eighth grader about his or her educational plans for after high school?

(MARK ONE)

Not at all ○
Rarely ○
Occasionally ○
Regularly ○

69. How often do you or your spouse/partner help your eighth grader with his or her homework?

(MARK ONE)

Seldom or never ○
Once or twice a month ○
Once or twice a week ○
Almost every day ○

70. Do you have a computer in your home that your child uses for educational purposes?

(MARK ONE)

Yes ○
No ○

71. Does your eighth grader usually come home directly after school?

(MARK ONE)

Yes ○
No ○

72. Are any of the following people at home when your eighth grader returns home from school?

(MARK ONE ON EACH LINE)

	Usually	Sometimes	Rarely	Never
a. The mother or female guardian	○	○	○	○
b. The father or male guardian	○	○	○	○
c. Other adult relative	○	○	○	○
d. A sitter	○	○	○	○
e. An adult neighbor	○	○	○	○
f. Older brother or sister	○	○	○	○
g. Younger brother or sister	○	○	○	○
h. No one is home	○	○	○	○

73. Where does your eighth grader usually go after school?

(MARK ONE)

Neighbor's house ○
Sitter's house ○
Relative's house ○
Friend's house ○
After school community programs ○
Extracurricular activities ○
Organized sports ○
Home ○
To a job ○
Some other place ○
Don't know ○

THAT WAS THE FINAL QUESTION ABOUT YOUR CHILD'S FAMILY LIFE.

PART 4
YOUR OPINIONS ABOUT YOUR CHILD'S SCHOOL

NEXT WE WOULD LIKE TO LEARN SOME OF YOUR OPINIONS CONCERNING YOUR EIGHTH GRADER'S SCHOOL.

74. How much do you agree or disagree with each of the following statements concerning your eighth grader's school?

(MARK ONE ON EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The school places a high priority on learning	○	○	○	○
b. The homework assigned is worthwhile	○	○	○	○
c. My eighth grader is challenged at school	○	○	○	○
d. My eighth grader is working hard at school	○	○	○	○
e. My eighth grader enjoys school	○	○	○	○
f. The standards set by the school are realistic	○	○	○	○
g. The school is preparing students well for high school	○	○	○	○
h. The school is preparing students well for college	○	○	○	○
i. The school is a safe place	○	○	○	○
j. Parents have an adequate say in setting school policy	○	○	○	○
k. Parents work together in supporting school policy	○	○	○	○

75. How satisfied are you with the education your eighth grader has received up to now?

(MARK ONE)

Very satisfied ○
Somewhat satisfied ○
Not satisfied at all ○

PART 5
YOUR EIGHTH GRADER'S FUTURE

THE FOLLOWING QUESTIONS ARE ABOUT YOUR EIGHTH GRADER'S PLANS FOR THE FUTURE.

76. How far in school do you expect your eighth grader to go? ○

(MARK ONE)

Less than high school diploma ○
GED ○
High school graduation ○

Vocational, trade, or business school after high school

Less than one year ○
One to two years ○
Two years or more ○

College program

Less than two years of college ○
Two or more years of college ○
Finish a two-year program ○
Finish a four or five-year program ○
Master's degree or equivalent ○
Ph.D., M.D., or other advanced degree ○

77. Who do you think will be the most influential in deciding what courses your eighth grader will take in high school?

(MARK ONE)

Eighth grader himself/herself ○
Teachers ○
Counselors ○
Parents/Guardians ○
Other adult relative or friend ○
Your eighth grader's friends of the same age ○

78. Does your eighth grader have another parent (biological or adoptive) who lives outside of your home? ○

(MARK ONE)

Yes ○ → **GO TO Question 79**
No ○ → **SKIP TO Part 6 on Page 22**

79. To what extent does this other parent (biological or adoptive), living outside your home, participate in decisions about your eighth grader's education (for example, about where the child goes to school)? ○

(MARK ONE)

Usually participates ○
Often participates ○
Seldom participates ○
Never participates ○

[illegible]

THIS NEXT SERIES OF QUESTIONS IS ABOUT THE PRESENT SITUATION OF YOU AND YOUR FAMILY. WE NEED THIS INFORMATION IN ORDER TO COMPARE YOUR ANSWERS WITH THOSE OF OTHER PEOPLE WHO TAKE PART IN THIS SURVEY. THIS INFORMATION WILL BE KEPT CONFIDENTIAL AND IT WILL NEVER BE USED WITH YOUR NAME.

80. What was your total family income from all sources in 1987? (If ypu are not sure about the amount, please estimate.)

(MARK ONE)

None ○
Less than $1,000 ○
$ 1,000 - $ 2,999 ○
$ 3,000 - $ 4,999 ○
$ 5,000 - $ 7,499 ○
$ 7,500 - $ 9,999 ○
$ 10,000 - $ 14,999 ○
$ 15,000 - $ 19,999 ○
$ 20,000 - $ 24,999 ○
$ 25,000 - $ 34,999 ○
$ 35,000 - $ 49,999 ○
$ 50,000 - $ 74,999 ○
$ 75,000 - $ 99,999 ○
$100,000 - $199,999 ○
$200,000 or more ○

81. How many wage-earners in your household contributed to the family income reported in the question above?

(MARK ONE)

One ○
Two ○
More than two ○

82. Do you currently have any of the following educational expenses for any of your children?

(MARK ONE ON EACH LINE)

	Yes	**No**
a. Religious school tuition and associated expenses	○	○
b. Other private school tuition and associated expenses	○	○
c. College tuition and associated expenses	○	○
d. Tutoring	○	○

IF YOU ANSWERED "NO" TO ALL OF THE ABOVE, SKIP TO QUESTION 83. IF YOU ANSWERED "YES" TO ANY OF THE ABOVE, GO TO QUESTION 82A.

82A. What is the total amount you have spent or will spend during the 1987-88 school year for all of the educational expenses you marked in Question 82?

(MARK ONE)

None ○
Less than $100 ○
$ 100 - $ 499 ○
$ 500 - $ 999 ○
$ 1,000 - $ 1,999 ○
$ 2,000 - $ 2,999 ○
$ 3,000 - $ 3,999 ○
$ 4,000 - $ 4,999 ○
$ 5,000 - $ 5,999 ○
$ 6,000 - $ 7,999 ○
$ 8,000 - $ 9,999 ○
$10,000 - $14,999 ○
$15,000 - $19,999 ○
$20,000 or more ○

82B. Which of the following sources of money did you or will you use to cover current educational expenses of the type listed in Question 82?

(MARK ALL THAT APPLY)

a. Your (or your spouse's/partner's) current earnings ○
b. Your (or your spouse's/partner's) savings or sale of assets ○
c. Second mortgage ○
d. Your (or your spouse's/partner's) borrowing (personal loan, etc.) ○
e. Alimony or child support ○
f. Your child's earnings or savings ○
g. A trust fund ○
h. Contributions from relatives ○
i. Scholarships or grants ○
j. State or federal loans ○
k. Social Security or Veteran's Administration benefits ○
l. Other ○

83. Do you expect that your eighth grader will go on to additional education beyond high school?

(MARK ONE)

Yes → **GO TO Question 84**
No → **SKIP TO Page 25**

84. Have you or your spouse/partner done anything specific in order to have some money for your eighth grader's education after high school?

(MARK ONE)

Yes → **GO TO Question 84A on Page 23**
No → **SKIP TO Question 85 on Page 23**
Don't know → **SKIP TO Question 85 on Page 23**

84A. IF YES: Have you...

(MARK ONE ON EACH LINE)

	Yes	No
a. Started a savings account	○	○
b. Bought an insurance policy	○	○
c. Bought U.S. Savings Bonds	○	○
d. Made investments in stocks or real estate	○	○
e. Set up a trust fund	○	○
f. Started working or taken an additional job	○	○
g. Established another form of savings	○	○

84B. About how much money have you set aside for your eighth grader's future educational needs?

(MARK ONE)

None ○
Less than $1,000 ○
$ 1,000 to $ 3,000 ○
$ 3,001 to $ 6,000 ○
$ 6,001 to $10,000 ○
$10,001 to $15,000 ○
More than $15,000 ○

84C. About how much money do you expect to have set aside for your eighth grader's future education by the time he or she finishes high school?

(MARK ONE)

None ○
Less than $1,000 ○
$ 1,000 to $ 3,000 ○
$ 3,001 to $ 6,000 ○
$ 6,001 to $10,000 ○
$10,001 to $15,000 ○
More than $15,000 ○

84D. Do you expect this amount to cover the total cost of his or her education?

(MARK ONE)

Yes ○
No ○
Don't know ○

85. The following statements are about financial aid for education beyond high school. Indicate whether each statement is true or false for your family.

(MARK ONE ON EACH LINE)

	True	False	We haven't thought about this yet
a. My eighth grader will be able to earn most of the money he or she will need for schooling beyond high school	○	○	○
b. We can pay for our eighth grader's further education without getting any outside assistance	○	○	○
c. The family is not willing to go into debt for schooling	○	○	○
d. The family income is too high to qualify for a loan or scholarship	○	○	○
e. My eighth grader's grades are probably not high enough to qualify for a loan or scholarship	○	○	○
f. My eighth grader's test scores are probably not good enough to qualify for a loan or scholarship	○	○	○
g. Too much paper work is required in order to apply for financial aid	○	○	○
h. I have not been able to get much information on how and where to apply for financial aid	○	○	○
i. I do not see any way of getting enough money for my eighth grader to go to college	○	○	○
j. Other relatives will help to pay my eighth grader's college expenses	○	○	○

NOW GO TO PAGE 25

INFORMATION FOR FUTURE FOLLOW UP

The study you are taking part in seeks to measure changes over time in matters related to your child's education. For this reason, we may try to contact you again in the future. Since people move around a great deal, in this section we are asking you for information that will make it possible for us to locate you easily. Please be assured that any information you give us concerning either a relative or a close family friend will be used only to inquire how we might find you.

THESE FOLLOW-UP INFORMATION PAGES WILL BE SEPARATED FROM THE OTHER INFORMATION YOU PROVIDE BEFORE ANY DATA ARE ENTERED INTO OUR COMPUTERS. YOUR NAME WILL NOT BE CONNECTED WITH YOUR ANSWERS TO THE MAIN PORTION OF THE QUESTIONNAIRE.

DECKS 01-03

1. What is your name, address, and telephone number?

○ 09

NAME: ______________________________

Last 10 First 30 Middle 45

ADDRESS: ______________________________

Number Street BEGIN DECK 02 09

ADDRESS CONTINUED: ______________________________

Apt No

____

City BEGIN DECK 03 09 State ZIP Code

1A. Do you have a telephone?

Yes .... ○ 1 ⟶ **GO TO 1B** 49

No .... ○ 2 ⟶ **SKIP TO Question 2, Page 26**

1B. What is your telephone number?

TELEPHONE: (______) ______ – ______

Area Code Number

DECKS 04-06
BEGIN DECK 04

2. **What is the name, address, and telephone number of a close relative who does not live with you?**
○ **Choose someone who is likely to know how to locate you if you move.**

NAME:

____
Last First Middle

ADDRESS: ____
Number Street

BEGIN DECK 05 08/

ADDRESS CONTINUED: ____
Apt. No.

____
City State ZIP Code

BEGIN DECK 06
08/

2A. Does this relative have a telephone?

Yes .... ○ 1 → **GO TO 2B**

No .... ○ 2 → **SKIP TO 2C**

49/

2B. What is the telephone number of this relative?

TELEPHONE: (______) ________ — ________
Area Code Number

2C. What is this person's relationship to you? ____

DECKS 07-09
BEGIN DECK 07

3. What is the name, address, and telephone number of a close family friend who does not live with you? Choose someone who is likely to know how to locate you if you move.

NAME: ____
Last 09/ First Middle

ADDRESS: ____
Number Street BEGIN DECK 08 09/

ADDRESS CONTINUED: ____
Apt. No.

____
City BEGIN DECK 09/ State ZIP Code

3A. Does this friend have a telephone?

Yes .... ○ 1 → GO TO 3B
No .... ○ 2 → SKIP TO Question 4, Page 28

49/

3B. What is the telephone number of this friend?

TELEPHONE: (______) ______ – ____________
Area Code Number

181

DECKS 10-11
BEGIN DECK 10

4. Where do you expect your eighth grader to attend high school?

09

NAME OF SCHOOL: ____ 10-39

LOCATION OF SCHOOL: ____
City 40-54 State BEGIN DECK 11 09 ZIP Code (If known) 26-30

Office Use Only						☐	☐	42-43
	☐	☐	☐	☐	☐	☐	☐	☐ 44-51

TELEPHONE (If known): (________) ______ – ____________
Area Code Number

If you have any idea as to what high school your eighth grader may attend, please provide the name of the school above. If you have no idea what high school your child may attend, check the box below:

I DO NOT KNOW the name of the high school my child might attend. ☐ 52

We want to thank you very much for completing the NELS: 88 Parent Survey Questionnaire. You have made an extremely valuable contribution to this important education study. All that remains for you to do is get the questionnaire back to us.

RETURNING THE QUESTIONNAIRE: TWO WAYS TO DO IT

1. Mail it. Enclosed with this questionnaire was a postage-paid envelope addressed to NORC in Chicago. Please seal this completed questionnaire in it, and drop it in the mail. If you no longer have the envelope, call the number listed below to ask us to send you another, or use your own envelope and address it to NORC / 4456, 1155 East 60th Street, Chicago, Illinois 60637.

2. Send it back to school with your eighth grader. If your eighth grader has not yet been surveyed at his or her school, a representative of the school will collect Parent Questionnaires and give these to our NORC interviewer on the Student Survey Day. Your eighth grader will have been instructed where to hand in the questionnaire.

If you have any questions or comments about the questionnaire or the study, please feel free to call Lee Howard, collect, between 9 a.m. and 5 p.m., Central Standard Time, at 312-702-8998. We welcome your call.

Thank you again for your help.

182

Appendix G

NELS:88 Second Follow-Up Parent Questionnaire

Note: For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up data in cross-wave (NELS:88 base year parents) and cross-cohort (HS&B parents of sophomores and seniors) analyses. These recodes generally involved the reordering of item values. Questionnaire item values appearing in this appendix reflect these recodes, as does the parent questionnaire codebook that appears in Appendix K. Additionally, in order to include a parent questionnaire that includes the reordered items, a word-processed version of the questionnaire appears in this appendix rather than the original questionnaire version used during data collection.

See the *NELS:88 Second Follow-Up Technical Report* for a copy of the Spanish version of the second follow-up parent questionnaire.

OMB
NORC 4525
Form Approved
OMB No. 1850-0652
App. Exp.: 10/1992

CONFIDENTIAL

NATIONAL EDUCATION LONGITUDINAL
STUDY OF 1988
SECOND FOLLOW-UP
PARENT QUESTIONNAIRE

Prepared for: U.S. Department of Education
National Center for Education Statistics

By: National Opinion Research Center (NORC)
A Social Science Research Center at the
University of Chicago

USES OF THE DATA

The data from the survey will be used by educators and by federal and state policymakers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in the questionnaire.
2. You may skip any questions you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they leave high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of others, and the answers you give will never be identified as yours.

The public reporting burden for collection of this information is estimated to average 40 minutes. Send comments regarding this collection of information, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C., 20202-4561 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

On the cover of this questionnaire you will find the name of a teenager. Please check the cover to ensure that the teen named is one for whom you or your spouse or partner are responsible. The questionnaire should be completed by the parent or guardian who is most familiar with the student's current situation and educational plans. If you are the appropriate person, please fill out the questionnaire and return it in the postage paid envelope provided. If neither you nor your spouse or partner is the appropriate person, please call Terry Burke toll free at 1-800-726-7202 to discuss the best way to get the questionnaire to the appropriate person, so they may respond.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. (CIRCLE ONE)

What is the color of your eyes?

(CIRCLE ONE CATEGORY)

Brown 1
Blue 2
Green . . . . [✓ 3]
Another color 4

If the color of your eyes is green, you would circle the number 3 as shown.

B. (CIRCLE ONE ON EACH LINE)

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	No	Not Sure
a. Rent a Videotape	1	[✓ 2]	3
b. Go to a baseball game	1	2	[✓ 3]
c. Have dinner at a friend's house	[✓ 1]	2	3

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to have dinner at a friend's house, you would circle one item on each line as shown.

C. (QUESTION WITH A SKIP)

a. Do you ever eat chocolate?

(CIRCLE ONE CATEGORY)

Yes	[✓ 1]	--	**Go to b**
No	2	--	**Skip to c**

b. Do you always brush your teeth after eating chocolate?

(CIRCLE ONE CATEGORY)

Yes	1
No	2

c. Last week, did you do any of the following?

(CIRCLE ONE ON EACH LINE)

	Yes	No
Saw a play	1	2
Went to a movie	1	2
Attended a sporting event	1	2

IMPORTANT: PLEASE READ CAREFULLY BEFORE BEGINNING THE QUESTIONNAIRE.

It is important that we know which individuals are considered to be the parents or guardians of the teenagers in this study. Because of this, a number of questions in this questionnaire ask you for information about your "SPOUSE/PARTNER". When we ask about your **SPOUSE/PARTNER** in this questionnaire, we are referring to:

1. Your teenager's biological, adoptive or foster parent with whom you live

OR

2 The person you are married to or living with in a marriage-like relationship, even if he or she is not the parent of your teenager

OR

3. Another adult with whom you share responsibility for the teenager

4. If none of the above three statements apply to your current situation, then indicate **NOT APPLICABLE** for questions asking about your **SPOUSE/PARTNER.**

PART 1. YOUR FAMILY'S BACKGROUND

1. ☐ **What is your relationship and that of your spouse/partner to the teenager named on the front cover?**

(CIRCLE ONE IN EACH COLUMN)

	You	**Your Spouse/ Partner**
Mother	01	01
Father	02	02
Stepmother	03	03
Stepfather	04	04
Grandmother	05	05
Grandfather	06	06
Other female relative	07	07
Other male relative	08	08
Other adult female (such as e.g. foster mother or guardian)	09	09
Other adult male (such as e.g. foster father or guardian)	10	10
Does not apply, no other parent/guardian		11

2. ☐ **How much of the time does the teenager named on the front cover live with you?**

(CIRCLE ONE)

All of the time	1	--> **SKIP TO QUESTION 4**
Most of the time	2	--> **GO TO QUESTION 3**
Half of the time	3	--> **GO TO QUESTION 3**
Less than half of the time	4	--> **GO TO QUESTION 3**

3. **With whom does the teenager named on the front cover live most of the time when he/she does not live with you?**

(CIRCLE ONE)

By himself/herself	01
With his or her other parent	02
With another adult relative	03
He/she lives at boarding school	04
He/she lives at college	05
With a non-related adult guardian	06
With a friend	07
With his or her spouse	08
Other	09

4. ☐ **Does your teenager have another parent (biological or adoptive) who lives outside of your home?**

(CIRCLE ONE)

Yes	1	**--> GO TO QUESTION 5**
No	2	**--> SKIP TO QUESTION 6**

5. ☐ **To what extent does this other parent (biological or adoptive), living outside your home, participate in decisions about your teenager's education (for example, about where the teenager goes to school)?**

(CIRCLE ONE)

Usually participates	1
Often participates	2
Seldom participates	3
Never participates	4

6. **Altogether, how many people are financially dependent upon you (or you and your spouse/partner)? Count everyone who receives one-half or more of their financial support from you or your spouse/partner. Include individuals not living with you and your spouse/partner, but *do not* include yourself or your spouse/partner.**

Total number of dependents (not counting you or your spouse/partner):

	(CIRCLE ONE)
None	01
One	02
Two	03
Three	04
Four	05
Five	06
Six	07
Seven	08
Eight or more	09

7. **What is your current marital status?**
☐

	(CIRCLE ONE)
Single, never married	1
Married	2
Divorced/separated	3
Widowed	4
Not married but living in a marriage-like relationship	5

8. Which of the following people live in the same household with the teen named on the front cover of this booklet? Remember to include yourself.

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	My teenager's father	1	2
b.	My teenager's stepfather	1	2
c.	Other adult male (such as my teenager's foster father, guardian)	1	2
d.	My teenager's mother	1	2
e.	My teenager's stepmother	1	2
f.	Other adult female (such as my teenager's foster mother, guardian)	1	2
g.	My teenager's husband/wife	1	2
h.	My teenager's boyfriend/girlfriend	1	2

9. How many of the following people live in the same household with the teenager named on the front cover of this booklet? Please include people listed in question 8, as applicable.

(CIRCLE ONE ON EACH LINE)

		None	One	Two	Three	Four	Five	Six or more
a.	My teenager's brother(s) (including adopted, step- or half-)	00	01	02	03	04	05	06
b.	My teenager's sister(s) (including adopted, step- or half-)	00	01	02	03	04	05	06
c.	My teenager's child or children	00	01	02	03	04	05	06
d.	My teenager's grandparent(s)	00	01	02	03	04	05	06
e.	Other relative(s) (under 18)	00	01	02	03	04	05	06
f.	Other relative(s) (over 18)	00	01	02	03	04	05	06
g.	Non-relative(s) (under 18)	00	01	02	03	04	05	06
h.	Non-relative(s) (over 18)	00	01	02	03	04	05	06

10. In all, how many people live in the household of the teenager (named on the cover) who are. . .

(ENTER ONE NUMBER ON EACH LINE)

a. Under the age of 18 . . . . |___|___|

b. 18 years of age or older . . . . |___|___|

11. ☐ **Which best describes you and your spouse/partner's current employment situation *right now*?**

(CIRCLE ONE IN EACH COLUMN)

	YOU	**YOUR SPOUSE/ PARTNER**
Working part-time (less than 35 hours per week)	01	01
Working full-time (35 hours per week or more)	02	02
This person has a job but was not at work right now because of temporary illness, vacation, or strike	03	03
Retired	04	04
In school (full-time)	05	05
Keeping house (full-time)	06	06
Not working, but looking for work	07	07
Not working and not looking for work	08	08
None of the above	09	09
Does not apply		10

12. **Have you ever held a regular job (including self-employment)?**

(CIRCLE ONE)

Yes	1	**--> GO TO QUESTION 13 ON PAGE 11**
No	2	**--> SKIP TO QUESTION 15 ON PAGE 12**

Now, in question 13, please describe your present or most recent job. If you have more than one job, please describe your main job.

13. Which of the categories below comes closest to describing your present or most recent job or occupation?

☐

	(CIRCLE ONE) **Your present or most recent job or occupation**
OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER	17

14. In your present or most recent job are/were you:

(CIRCLE ONE)

An employee of a **COMPANY OR BUSINESS?** 01

An employee of a **NON-PROFIT**
organization or institution? 02

A **GOVERNMENT** employee (federal, state or local)? 03

Self-employed? 04

Working **FOR PAY** in your family's business or farm? 05

Working **WITHOUT PAY** in your family's business or farm 06

Working **WITHOUT PAY** in a volunteer job 07

15. Has your spouse/partner ever held a regular job (including self-employment)?

(CIRCLE ONE)

Yes . . . . 1 **--> GO TO QUESTION 16**
No . . . . 2 **--> SKIP TO QUESTION 18 ON PAGE 14**
Does not apply, no spouse/partner . . . . 3 **--> SKIP TO QUESTION 18 ON PAGE 14**

Now in question 16, please describe your spouse/partner's present or most recent job. If your spouse/partner has more than one job, please describe only his or her main job.

16. ☐ **Which of the categories below comes closest to describing your spouse/partner's present or most recent job or occupation?**

	(CIRCLE ONE) **Your spouse/partner's present or most recent job or occupation**
OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER	17

196

17. In his or her present or most recent job is/was your spouse/partner:

(CIRCLE ONE)

An employee of a **COMPANY OR BUSINESS?**	01
An employee of a **NON-PROFIT** organization or institution?	02
A **GOVERNMENT** employee (federal, state, or local)?	03
Self-employed?	04
Working **FOR PAY** in his/her family's business or farm?	05
Working **WITHOUT PAY** in his/her family's business or farm?	06
Working **WITHOUT PAY** in a volunteer job?	07

18. For each year since 1988, did any of the following changes occur in your life?

☐

(CIRCLE ALL THAT APPLY FOR EACH YEAR)

	1988	**1989**	**1990**	**1991**
I divorced	A1	B1	C1	D1
I separated	A2	B2	C2	D2
I was widowed	A3	B3	C3	D3
I married or remarried	A4	B4	C4	D4
I began living with someone in a marriage-like relationship	A5	B5	C5	D5
None of these events occurred during this year	A6	B6	C6	D6

19. **Which best describes you?**
☐

(CIRCLE ONE)

Asian or Pacific Islander	1	**--> GO TO QUESTION 20**
Hispanic, regardless of race	2	**--> SKIP TO QUESTION 21**
Black, not of Hispanic origin	3	**--> SKIP TO QUESTION 22**
White, not of Hispanic origin	4	
American Indian or Alaskan Native	5	

20. **Which of these best describes your background?**

ASIAN OR PACIFIC ISLANDER **(CIRCLE ONE)**

Chinese	01	**--> SKIP TO QUESTION 22**
Filipino	02	
Japanese	03	
Korean	04	
Southeast Asian (Vietnamese, Laotian, Cambodian/Kampuchean, Thai, etc.)	05	
Pacific Islander (Samoan, Guamanian, etc.)	06	
South Asian (Asian Indian, Pakistani, etc.)	07	
Other Asian	08	

21. **Which of these best describes your background?**

HISPANIC **(CIRCLE ONE)**

Mexican, Mexican-American, Chicano	01
Cuban	02
Puerto Rican	03
Dominican	04
Ecuadorian	05
Salvadoran	06
Colombian	07
Other Hispanic	08

22. **Is English your native language (the first language you learned to speak when you were a child)?**

(CIRCLE ONE)

Yes	1	**--> SKIP TO QUESTION 27 ON PAGE 17**
No	2	**--> GO TO QUESTION 23 ON PAGE 16**

23. **What is your native language (the first language you learned to speak when you were a child)?**

(CIRCLE ONE)

Spanish	02
A Chinese language	03
Japanese	04
Korean	05
A Filipino language	06
Italian	07
French	08
German	09
Greek	10
Polish	11
Portuguese	12
Vietnamese	13
Cambodian	14
Other	15

24. **How often is the language you referred to in question 23 used with.......**
(IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE CIRCLE "Does not apply")

(CIRCLE ONE ON EACH LINE)

		Always or most of the time	About half of the time	Sometimes	Never	Does not apply
a.	Your spouse/partner?	0	1	2	3	4
b.	Your child/children?	0	1	2	3	4
c.	Other relatives?	0	1	2	3	4
d.	Your friends?	0	1	2	3	4

25. **How well do you do the following?**

(CIRCLE ONE ON EACH LINE)

		Very Well	Well	Not Well	Not at All
a.	Understand spoken English.	1	2	3	4
b.	Speak English	1	2	3	4
c.	Read English	1	2	3	4
d.	Write English	1	2	3	4

26. **Do you ever have problems with any of the following. . .**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**	**Don't Know**
a. Reading books, newspapers, or magazines that are printed in English	1	2	3
b. Filling out forms (tax, insurance, financial aid) that are printed in English	1	2	3
c. Understanding your teenager's teachers	1	2	3
d. Making yourself understood to your teenager's teachers	1	2	3
e. Helping your teenager with homework in English	1	2	3

27. **Is any language other than English regularly spoken in your home?**
☐

(CIRCLE ONE)

Yes .... 1 --> **GO TO QUESTION 28**
No .... 2 --> **SKIP TO QUESTION 29 ON PAGE 18**

28. **Is English also spoken in your home?**

(CIRCLE ONE)

Yes 1
No 2

PART 2: YOUR TEENAGER'S SCHOOL LIFE

THE NEXT SET OF QUESTIONS DEALS WITH YOUR TEENAGER'S SCHOOL LIFE. IF YOUR TEENAGER IS NOT CURRENTLY ENROLLED IN SCHOOL, PLEASE ANSWER THE QUESTIONS IN TERMS OF THE LAST SCHOOL IN WHICH YOUR TEENAGER WAS ENROLLED.

29. **What is the last grade your teenager attended? If your teenager is currently enrolled in school, please indicate the grade in which he/she is enrolled.**

	(CIRCLE ONE)
8th grade	00
9th grade	01
10th grade	02
11th grade	03
12th grade	04
College or trade/vocational school (already graduated from high school)	05
No grade system used	06

30. **Is your teenager currently enrolled in school?**

☐

	(CIRCLE ONE)	
Yes	1	--> GO TO QUESTION 31
No	2	--> SKIP TO QUESTION 32

31. **How many years has your teenager been at his/her present school?**

		(CIRCLE ONE)	
a.	One year or less	1	--> SKIP TO QUESTION 33
b.	Two years	2	
c.	Three years	3	
d.	Four years	4	
e.	Five years or more	5	

32. **When was the last month your teenager was enrolled in school? (WRITE IN BELOW)**

|___|___| **MONTH**

19 |___|___| **YEAR**

33. In the past 4 school years, how many times has your teenager changed schools? DO NOT count changes that occurred as a result of promotion to another grade level or a move from a middle school building to a high school building in the same district.

	(CIRCLE ONE)	
None	0	--> **SKIP TO QUESTION 35 ON PAGE 20**
Once	1	--> **GO TO QUESTION 34**
Twice	2	
Three times	3	
Four times	4	
Five or more times	5	

34. What was the reason for the most recent change of schools?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	School asked my teenager to leave because of disciplinary problems	1	2
b.	School asked my teenager to leave because of academic problems	1	2
c.	My teenager asked to be transferred to another school	1	2
d.	Family/teenager moved to take advantage of a specialized program in another school	1	2
e.	Family moved to a different location for other reasons	1	2
f.	School was closed or merged with another	1	2
g.	Wanted to switch from a public to a private school	1	2
h.	Wanted to switch from a private to a public school	1	2
i.	Wanted to switch from a public or private school to a magnet school	1	2
j.	Wanted to take advantage of special courses offered at the new school	1	2
k.	My teenager changed schools because he or she came to the U.S. from another country	1	2

35. **Has your teenager ever. . .**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**
a. Been considered to have a behavior problem at school?	1	2
b. Been suspended from school?	1	2
c. Been expelled from school?	1	2

36. **In the last 2 school years, did your teenager ever stop attending school for a period of 10 or more consecutive school days for a reason other than illness or vacation?**

(CIRCLE ONE)

Yes . . . . 1 **--> GO TO QUESTION 37**

No . . . . 2 **--> SKIP TO QUESTION 41 ON PAGE 22**

My teen has not attended school in the last two school years . . . . 3 **--> SKIP TO QUESTION 38**

37. **In the last 2 school years, did your teenager ever stop attending school for a period of 21 or more consecutive school days for a reason other than illness or vacation?**

(CIRCLE ONE)

Yes 1

No 2

My teen has not attended school in the last two school years 3

38. **Think back to the longest time over the last two years that your teenager was out of school for a reason other than illness or vacation. Which of the following reasons describes why your teenager stopped attending school?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**	**Don't Know**
a.	My teenager had a job that conflicted with school	1	2	3
b.	My teenager couldn't get along with teachers or other students	1	2	3
c.	My teenager was pregnant or became a parent	1	2	3
d.	My teenager's friends or family member(s) had dropped out of school	1	2	3
e.	My teenager was suspended or expelled from school	1	2	3
f.	My teenager was getting poor grades/failing school	1	2	3
g.	My teenager got married or planned to get married	1	2	3
h.	My teenager had a drug or alcohol problem	1	2	3

39. **Which of the following did you or your spouse/partner do after your teenager's longest absence from school for a reason other than illness or vacation?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Called the principal, a teacher, or a counselor at your teenager's school	1	2
b.	Offered to send your teenager to a special program or another school	1	2
c.	Arranged for outside counseling (with a private psychologist, social worker)	1	2
d.	Arranged for special tutoring	1	2
e.	Offered to help your teenager with personal problems	1	2
f.	Encouraged your teenager to stay in school	1	2
g.	Got angry at and/or punished your teenager	1	2
h.	Decided not to get involved	1	2

40. **Which of the following did you teenager's school do during or after his or her longest absence from school for a reason other than illness or vacation?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Someone from school called your home	1	2
b.	Someone from school visited your home	1	2
c.	The school sent a letter to you	1	2
d.	The school offered to send your teenager to a special program or another school	1	2
e.	The school encouraged your teenager to stay in school	1	2
f.	The school offered your teenager special tutoring	1	2
g.	The school offered to help your teenager make up work he/she missed	1	2
h.	The school offered to help your teenager with personal problems	1	2
i.	The school made your teenager see a counselor	1	2
j.	The school threatened to suspend or expell your teenager	1	2
k.	The school suspended or expelled your teenager	1	2

41. **How satisfied are you with the high school education your teenager has received up to now?**

(CIRCLE ONE)

a. Very unsatisfied	1
b. Somewhat unsatisfied	2
c. Somewhat satisfied	3
d. Very satisfied	4

42. Please indicate how much you agree or disagree with each of the following statements concerning the high school your teenager attends. If he/she has left school, refer to the school your teenager last attended.

(CIRCLE ONE ON EACH LINE)

		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
a.	The school places a high priority on learning	1	2	3	4
b.	The homework assigned is worthwhile	1	2	3	4
c.	The school assigns too much homework	1	2	3	4
d.	The school assigns too little homework	1	2	3	4
e.	The academic standards set by the school are realistic	1	2	3	4
f	The academic standards set by the school are too low	1	2	3	4
g.	The school is preparing students adequately for further schooling after high school	1	2	3	4
h.	The school is preparing students adequately for work	1	2	3	4
i.	The school is a safe place	1	2	3	4
j.	Rules for behavior are strict	1	2	3	4
k.	The teaching is good	1	2	3	4
l.	Teachers are interested in students	1	2	3	4
m.	Parents have an adequate say in setting school policy	1	2	3	4
n.	Parents work together in supporting school policy	1	2	3	4
o.	The school provides a range of programs for students with different needs	1	2	3	4
p.	Drinking on school grounds is a problem at my teenager's school	1	2	3	4

42. Continued

(CIRCLE ONE ON EACH LINE)

		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
q.	Drug use on school grounds is a problem at my teenager's school	1	2	3	4
r.	The sale or use of drugs on the way to or from school is a problem	1	2	3	4
s.	Theft on school grounds is a problem at my teenager's school	1	2	3	4
t.	Violence on school grounds is a problem at my teenager's school	1	2	3	4
u.	The lack of discipline in classrooms is a problem	1	2	3	4

THE NEXT GROUP OF QUESTIONS ASKS ABOUT YOUR CONTACT WITH YOUR TEENAGER'S SCHOOL.

43. **Since your teenager's school opened last fall (or during the last year that your teenager was in school), how many times *have you or your spouse/partner been contacted by the school* about each of the following?**

(CIRCLE ONE ON EACH LINE)

		None	**Once or Twice**	**3 or 4 times**	**More than 4 times**
a.	Your teenager's grades or academic performance (not including report cards)	1	2	3	4
b.	Your teenager's academic program for this year	1	2	3	4
c.	Your teenager's plans after leaving high school	1	2	3	4
d.	Your teenager's course selection for entry into college, vocational, or technical school after leaving high school	1	2	3	4
e.	Your teenager's attendance record at school	1	2	3	4
f.	Your teenager's behavior in school	1	2	3	4
g.	You and/or your spouse/partner participating in school fund raising activities or doing volunteer work	1	2	3	4
h.	Information on how to help your teen at home with specific skills or homework	1	2	3	4

44. **Since your teenager's school opened last fall (or during the last year that your teenager was in school), how many times *have you or your spouse/partner contacted the school* about each of the following?**

(CIRCLE ONE ON EACH LINE)

			None	**Once or Twice**	**3 or 4 times**	**More than 4 times**
☐	a.	Your teenager's grades or academic performance	1	2	3	4
	b.	Your teenager's academic program for this year	1	2	3	4
☐	c.	Your teenager's plans after leaving high school	1	2	3	4
	d.	Your teenager's course selection for entry into college, vocational, or technical school after leaving high school	1	2	3	4
	e.	Your teenager's attendance record at school	1	2	3	4
	f.	Your teenager's behavior in school	1	2	3	4
	g.	You and/or your spouse/partner helping with school fund raising or doing volunteer work	1	2	3	4
	h.	Information on how to help your teen at home with specific skills or homework	1	2	3	4

45. Since this past fall, or during the last year your teenager attended school, did you or your spouse/partner attend any of the following types of programs dealing with opportunities for your teenager?

(CIRCLE ONE ON EACH LINE)

		Yes	No	Didn't know about these programs
a.	A program on educational opportunities after completing high school	1	2	3
b.	A program on financial aid for colleges, universities, or vocational technical schools	1	2	3
c.	A program on employment and career opportunities	1	2	3

46. **Do you know. . .** **(CIRCLE ONE ON EACH LINE)**

		Yes	No	Does not apply (teenager currently not in school)
a.	Which courses your teenager has been taking this past term?	1	2	3
b.	How well your teenager is performing in school?	1	2	3
c.	How many credits your teenager has gained towards graduation?	1	2	3
d.	How many more credits your teenager needs in order to graduate?	1	2	3

47. **Do you feel that parents of students in your teenagers' school should have more influence, less influence, or do they have about the right amount of influence regarding the following?**

(CIRCLE ONE ON EACH LINE)

		Less Influence	Right Amount of Influence	More Influence	Don't Know
a.	Deciding how school funds should be spent	1	2	3	4
b.	Curriculum (that is, the courses offered)	1	2	3	4
c.	Selection and hiring of administrators	1	2	3	4
d.	Books and instructional materials.	1	2	3	4
e.	Selection and hiring of teachers.	1	2	3	4
f.	Books placed in the school libraries	1	2	3	4
g.	Evaluation of teachers and administrators	1	2	3	4
h.	Amount of homework assigned	1	2	3	4
i.	Discipline policies	1	2	3	4
j.	Academic standards	1	2	3	4

PART 3: YOUR TEENAGER'S FAMILY LIFE

THE NEXT GROUP OF QUESTIONS ASKS ABOUT YOUR TEENAGER'S FAMILY LIFE, FRIENDS, AND ACTIVITIES IN THE COMMUNITY.

48. In your family, who makes most of the decisions about each of the following topics? (Please refer to page 4 for the definition of spouse/partner. If you do not have a spouse/partner, please answer for yourself.)

(CIRCLE ONE ON EACH LINE)

		My spouse/ partner and I decide together	My spouse/ partner and I decide after discussing it with my teen	We decide together with my teen after discussing it	My teen decides after discussing it with me and my spouse/ partner	My teen decides by him/ herself
a.	How late my teenager can stay out	1	2	3	4	5
b.	When my teenager can use the car	1	2	3	4	5
c.	Whether my teenager can have a job	1	2	3	4	5
d.	How my teenager spends his/her money	1	2	3	4	5
e.	Whether my teenager can drink alcohol in front of me or my spouse/partner	1	2	3	4	5
f.	Whether my teenager can drink alcohol when he/she is at parties/ social gatherings without me or my spouse/partner	1	2	3	4	5
g.	If privileges should be taken away because my teenager has used alcohol or drugs	1	2	3	4	5
h.	Whether my teenager should go to college or a vocational/technical school	1	2	3	4	5
i.	The courses my teenager takes	1	2	3	4	5

49. How frequently during the past two years have you and/or your spouse/partner talked about the following with your teenager?

(CIRCLE ONE ON EACH LINE)

		Never	**Sometimes**	**Often**
a.	Selecting courses or programs at school	1	2	3
b.	School activities or events of particular interest to your teenager	1	2	3
c.	Things your teenager has studied in class	1	2	3
d.	Your teen's grades	1	2	3
e.	Plans and preparation for the American College Testing test (ACT), Scholastic Aptitude Test (SAT), or Armed Services Vocational Aptitude Battery (ASVAB)	1	2	3
f.	Applying to colleges or other schools after high school	1	2	3
g.	Specific jobs your teen might apply for after high school	1	2	3
h.	Community, national, and world events	1	2	3
i.	Things that are troubling your teenager	1	2	3
j.	Your teenager's special interests or hobbies	1	2	3

50. Looking back over the past year, how frequently did you and your teenager participate in the following activities together?

(CIRCLE ONE ON EACH LINE)

		Never	**Rarely**	**Sometimes**	**Frequently**	**Does not Apply (teenager currently not in school)**
a.	Attending school activities (sports, plays)	1	2	3	4	5
b.	Working on homework or school projects	1	2	3	4	5
c.	Attending concerts, plays, or movies outside of school	1	2	3	4	5
d.	Attending sporting events outside of school	1	2	3	4	5
e.	Attending religious services	1	2	3	4	5
f.	Attending family social functions (party, wedding)	1	2	3	4	5
g.	Taking day trips or vacations	1	2	3	4	5
h.	Working on a hobby or playing sports	1	2	3	4	5
i.	Going shopping	1	2	3	4	5
j.	Going to restaurants/ eating out	1	2	3	4	5
k.	Spending time just talking together	1	2	3	4	5
l.	Doing something else fun together	1	2	3	4	5

51. **Are there family rules that are enforced for your teenager about any of the following activities?**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**	**Does not apply (teenager currently not in school)**
a. Maintaining a certain grade average	1	2	3
b. Doing homework	1	2	3
c. Attending school regularly	1	2	3

52. **Please read each of the qualities listed below and rate how important it is that a teenager have each of these qualities.**

How important is it that a teenager. . .

(CIRCLE ONE ON EACH LINE)

	NOT VERY IMPORTANT				**EXTREMELY IMPORTANT**
a. Tries hard to succeed?	1	2	3	4	5
b. Is honest?	1	2	3	4	5
c. Has good sense and sound judgment?	1	2	3	4	5
d. Has self-control?	1	2	3	4	5
e. Gets along well with his/her peers?	1	2	3	4	5
f. Obeys his/her parents?	1	2	3	4	5
g. Is responsible?	1	2	3	4	5
h. Is considerate of others?	1	2	3	4	5
i. Is interested in how and why things happen?	1	2	3	4	5
j. Is a good student?	1	2	3	4	5
k. Stands up for what he or she believes?	1	2	3	4	5
l. Is able to resist pressure from peers?	1	2	3	4	5

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR TEENAGER'S FRIENDS.

53. **Do you know the first name (or nickname) of any of your teenager's close friends?**

(CIRCLE ONE)

Yes	1 --> **GO TO QUESTION 54**
No	2 --> **SKIP TO QUESTION 56 ON PAGE 34**

54. **Please list the first names (or nicknames) of your teenager's close friends and indicate:**

(A) whether the friend attends school with your teenager, and
(B) whether you know the parent/s of that teenager.

(CIRCLE TWO ON EACH LINE, one for Part A and one for Part B)

First names of friends	**A. Attends same school**			**B. I know parent/s of this teenager**	
	Yes	**No**	**Not Applicable (teenager not currently in school)**	**Yes**	**No**
1. ______________________	1	2	3	1	2
2. ______________________	1	2	3	1	2
3. ______________________	1	2	3	1	2
4. ______________________	1	2	3	1	2
5. ______________________	1	2	3	1	2

55. **How many parents do you talk to from time to time who have teenagers who attend the same school as your teenager? (If you know both the father *and* mother in one family, please consider them together as one parent).**

(CIRCLE ONE)

None	01
One or two	02
Three to five	03
Six to 10	04
Eleven to 20	05
More than twenty	06
Not applicable (teenager currently not in school)	07

56. **How often do you talk to the parents of your teenager's friends about each of the following topics?**

(CIRCLE ONE ON EACH LINE)

		Seldom or never	Once or twice a month	Once or twice a week	Almost every day	Does not Apply (teenager currently not in school)
a.	Things that are going on at your teenager's school	1	2	3	4	5
b.	Your teenager's educational plans for after high school	1	2	3	4	5
c.	Your teenager's career plans	1	2	3	4	5

57. **Please respond to the following statements about your teenager and your teenager's friends.**

(CIRCLE ONE ON EACH LINE)

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a.	Drinking is a problem among my teenager's friends	1	2	3	4	5
b.	My teenager has a drinking problem	1	2	3	4	5
c.	Drug use is a problem among my teenager's friends	1	2	3	4	5
d.	My teenager has a drug problem	1	2	3	4	5
e.	Drinking among my teenager's friends has been a bad influence on my teenager	1	2	3	4	5
f.	Drug use among my teenager's friends has been a bad influence on my teenager	1	2	3	4	5
g.	Theft and violence are a problem among my teenager's friends	1	2	3	4	5

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR NEIGHBORHOOD OR COMMUNITY.

58. How many years have you lived in your neighborhood?

	(CIRCLE ONE)
Less than one year	1
One to three years	2
Three to five years	3
Five to ten years	4
More than ten years	5

59. Do you feel as though you are a part of your neighborhood or community, or do you think of it more as just a place to live?

	(CIRCLE ONE)
Just a place to live	1
Feel a part of the neighborhood/community	2

60. How would you rate your neighborhood in terms of safety for yourself and your family?

	(CIRCLE ONE)
Very safe	1
Somewhat safe	2
Somewhat unsafe	3
Very unsafe	4

CONTINUE WITH QUESTION 61

PART 4: YOUR TEENAGER'S FUTURE PLANS

61. **How far in school do you want your teenager to go? (PLEASE CIRCLE THE HIGHEST LEVEL THAT APPLIES.)**
☐

(CIRCLE ONE NUMBER FROM 01 TO 12)

Less than high school graduation 01

High school graduation 02

Vocational, trade, or business school after high school

Less than two years 03

Two years or more 04

College program

Less than two years of college 06

Two or more years of college
(including two-year degree) 07

Finish college (four- or five-year degree) 08

Graduate or professional school

Master's Degree or equivalent 09

Ph.D., M.D., or other professional degree 10

62. **Have you ever encouraged your teenager to get a book, a manual, or a computer program, or to take a course that would help him/her to prepare for any of the following tests?**

(CIRCLE ONE ON EACH LINE)

	Yes, I have encouraged my teenager to prepare for this test	**No, my teenager needs to take this but he/she does not need to prepare for this test**	**No, I have another reason for not encouraging my teenager to prepare for this test**	**No, because I don't think my teenager needs to take this test**	**No, because I have never heard of this test**
Scholastic Aptitude Test (SAT)	1	2	3	4	5
American College Test (ACT)	1	2	3	4	5
Armed Services Vocational Aptitude Battery (ASVAB)	1	2	3	4	5
General Education Development Certification (GED)	1	2	3	4	5

63. In the past year, how often have you talked to your teenager about applying to a vocational/technical school, college, or university for education after high school?

(CIRCLE ONE)

Never	1
Rarely	2
Sometimes	3
Often	4

64. Has your teenager applied for admission to any vocational/technical school, college, or university for next year?

(CIRCLE ONE)

Yes	1 --> **GO TO QUESTION 65**
No	2 --> **SKIP TO QUESTION 68 ON PAGE 39**

65. In which of the following ways have you and/or your spouse/partner helped your teenager make decisions about where to apply for further education after high school?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Offered assistance, but our teenager wants to do this himself/herself	1	2
b.	Talked to our teenager about particular schools	1	2
c.	Talked to our teenager about general qualities that we feel a school should have	1	2
d.	Gave our teenager information (brochure, booklet) that we received from school	1	2
e.	Offered to take our teenager to a private college counselor	1	2

66. **How important is or was each of the following to you in your teenager's choice of a school to attend after high school?**

(CIRCLE ONE ON EACH LINE)

		Not important	**Somewhat important**	**Very important**
a.	Low expenses (tuition, books, room and board)	1	2	3
b.	Availability of financial aid, such as a school loan, scholarship, or grant	1	2	3
c.	Availability of specific courses or curriculum	1	2	3
d.	Strong reputation of the school's athletic programs	1	2	3
e.	Active social life at the school	1	2	3
f.	Ability to attend school while living at home	1	2	3
g.	Chance to live away from home	1	2	3
h.	A religious environment	1	2	3
i.	A low-crime environment	1	2	3
j.	A good record for placing graduates in jobs	1	2	3
k.	A good record for placing graduates in graduate school	1	2	3
l.	Strong reputation of the school's academic programs	1	2	3
m.	Easy admissions standards	1	2	3
n.	Availability of a degree program that will allow my teen to get a job in his/her chosen field	1	2	3
o.	Racial/ethnic composition of the school	1	2	3
p.	Size of the school	1	2	3
q.	Geographic location of the school	1	2	3
r.	Ability to attend the same school my spouse/partner or I attended	1	2	3

67. When you and/or your teenager were deciding which school he/she would attend after high school, how many different schools did you visit with him/her?

	(CIRCLE ONE)
None	01
One	02
Two	03
Three or four	04
Five to seven	05
Eight to ten	06
Eleven or more	07

68. Has your teenager expressed an interest in a particular job or profession?

	(CIRCLE ONE)
Yes	1 --> GO TO QUESTION 69
No	2 --> SKIP TO QUESTION 71 ON PAGE 42

69. Which of the categories below comes closest to describing the job or occupation your teenager is interested in?

	(CIRCLE ONE) **Job your teenager is interested in**
OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent	01
TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter	02
FARMER, FARM MANAGER	03
FULL-TIME HOMEMAKER	04
LABORER such as construction worker, car washer, garbage collector, farm worker	05
MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator	06
MILITARY such as career officer or enlisted person in the Armed Forces	07
OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver	08
PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher	09
PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher	10
OWNER of a small business or restaurant, contractor	11
PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard	12
SALES such as sales representative, advertising or insurance agent, real estate broker	13
SCHOOL TEACHER such as elementary, junior high, or high school, but not college	14
SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor	15
TECHNICAL such as computer programmer, medical or dental technician, draftsperson	16
OTHER	17

70. **Listed below are sources of information that might help a person get an entry-level full time job or find out where to go for training or education in A PARTICULAR FIELD. Circle what you think are your teenager's best sources of information for the particular job or profession that you described in QUESTION 69.**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**
You or your spouse/partner	1	2
Someone else in the family (for example, an older brother or sister, aunt, uncle or cousin)	1	2
A close family friend	1	2
Your teenager's school	1	2
A school counselor	1	2
One of your teenager's friends	1	2
A non-related acquaintance who holds a job in the field	1	2
Books or magazines	1	2
A vocational school or community college	1	2
A local business or business association	1	2

71. **Has your teen ever worked for pay?**

(CIRCLE ONE)

Yes . . . . 1 --> **GO TO QUESTION 72**

No . . . . 2 --> **SKIP TO QUESTION 74 ON PAGE 43**

72. **When did your teenager last work for pay, not counting work around the house? (IF YOUR TEENAGER IS CURRENTLY WORKING, PLEASE ENTER THE CURRENT MONTH AND YEAR.)**

(WRITE IN)

|___|___| **MONTH**   19 |___|___| **YEAR**

73. **When did your teenager start working at the job in which he/she last worked for pay?**

(WRITE IN)

|___|___| **MONTH**   19 |___|___| **YEAR**

PART 5: FINANCIAL INFORMATION AND EDUCATIONAL COSTS

This next series of questions is about your family's resources. This information will be kept confidential. It will never be used with your name or to identify you in any way.

74. ☐ **What was your total gross family income from all sources before taxes in 1991? (If you are not sure of the amount, please estimate.)**

(CIRCLE ONE)

None	01
Less than $1,000	02
$ 1,000 - $ 2,999	03
$ 3,000 - $ 4,999	04
$ 5,000 - $ 7,499	05
$ 7,500 - $ 9,999	06
$10,000 - $14,999	07
$15,000 - $19,999	08
$20,000 - $24,999	09
$25,000 - $34,999	10
$35,000 - $49,999	11
$50,000 - $74,999	12
$75,000 - $99,999	13
$100,000 - $199,999	14
$200,000 or more	15

75. **How many wage-earners in your household contributed to the family income reported in the question above?**

(CIRCLE ONE)

One	1
Two	2
More than two	3

76. Do you currently have any of the following educational expenses for any of your children?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Private elementary or high school tuition and associated expenses	1	2
b.	Tutoring	1	2
c.	College tutiton and associated expenses (including loans)	1	2
d.	Other	1	2

77. What is the total amount you have spent or will spend during the 1991-1992 school year for all of the educational expenses you circled in question 76?

(CIRCLE ONE)

None	01
Less than $500	02
$500 - $999	03
$1,000 - $4,999	04
$5,000 - $9,999	05
$10,000 - $14,999	06
$15,000 - $19,999	07
$20,000 or more	08

78. Does your teenager plan to continue his or her education?

(CIRCLE ONE)

Yes . . . . 1 **--> GO TO QUESTION 79**
No . . . . 2 **--> SKIP TO QUESTION 93 ON PAGE 51**
He/she hasn't decided yet . . . . 3 **--> GO TO QUESTION 79**

79. ☐ **Which of the following have you or your spouse/partner done to financially prepare for your teenager's education after high school?**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**
a. Started a savings account	1	2
b. Bought an insurance policy	1	2
c. Bought U.S. Savings Bonds	1	2
d. Made investments in stocks or real estate	1	2
e. Set up a college investment fund (such as a mutual fund)	1	2
f. Started working another job, and/or more hours	1	2
g. Established another form of savings	1	2
h. Planned to reduce other expenses in some way (e.g., pay off car, put off vacations or other expenses)	1	2
i. Planned to remortgage your property or take an equity loan	1	2
j. Had teenager put aside earnings	1	2

80. What grade was your teenager in when you began to prepare financially for his/her education after high school?

(CIRCLE ONE)

Before 1st grade	1	**--> GO TO QUESTION 81**
Between the 1st and 6th grades	2	
In the 7th, 8th, or 9th grades	3	
In the 10th, 11th, or 12th grades	4	
Have not begun to prepare	5	**--> SKIP TO QUESTION 83**

81. About how much money have you set aside for your teenager's future educational needs?

(CIRCLE ONE)

None	01
Less than $1,000	02
$1,000 to $5,000	03
$5,001 to $10,000	04
$10,001 to $15,000	05
$15,001 to $30,000	06
More than $30,000	07

82. Do you expect this amount to cover the total cost of his or her education?

(CIRCLE ONE)

Yes	1
No	2
Don't know	3

83. Have you talked to anyone or read anything about sources of financial aid for education after high school for your teenager?

(CIRCLE ONE)

Yes	1	**--> GO TO QUESTION 84**
No	2	**--> SKIP TO QUESTION 85 ON PAGE 47**

84. Have you or your spouse/partner done any of the following to learn about applying for financial aid for further education for your teenager?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Talked with a high school guidance counselor	1	2
b.	Talked with a representative from a vocational/technical school or college	1	2
c.	Talked with a loan officer at a bank	1	2
d.	Talked to another knowledgeable person	1	2
e.	Read U.S. Dept. of Education information on financial aid	1	2
f.	Read information from a vocational/technical school or college on financial aid	1	2
g.	Read about financial aid available through military service	1	2

85. Do you plan to use funds from any of the following programs to help pay for your teenager's study beyond high school?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**	**I do not know enough about this program to answer the question.**
a.	Loans	1	2	3
b.	Scholarships, fellowships, and grants	1	2	3
c.	Work Programs	1	2	3

86. Have you or your teenager applied for funds from any of the following programs to help pay for your teenager's study beyond high school?

(CIRCLE ONE ON EACH LINE)

		Yes, applied and was approved	Yes, applied but don't know if approved	Yes, applied but was turned down	No, have not applied
a.	Loans	1	2	3	4
b.	Scholarships, fellowships, and grants	1	2	3	4
c.	Work Programs	1	2	3	4

87. The following is a list of programs that provide loans for study beyond high school. For each program, indicate how much you know about it.

(CIRCLE ONE ON EACH LINE)

		I am unfamiliar with this program	I am familiar with this program	My teenager has applied for this program
a.	State student loan program	1	2	3
b.	Federal loan program such as Perkins or Stafford Loan Program	1	2	3
c.	College or university student loan program	1	2	3
d.	Education loan privately arranged through a bank	1	2	3

231

88. Has your teenager ever applied for financial aid?

(CIRCLE ONE)

Yes	1 --> **SKIP TO QUESTION 90**
No	2 --> **GO TO QUESTION 89**

89. For which of the following reasons has your teenager not applied for financial aid?

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	Our family and our teenager can pay for his/her education	1	2
b.	Our teenager's grades and/or test scores are not high enough to qualify for a loan or scholarship	1	2
c.	Neither we nor our teenager wish to report our financial situation	1	2
d.	Our teenager is not eligible because he/she will only attend school part-time	1	2
e.	Too much paper work is required in order to apply for financial aid	1	2
f.	I was not able to get much information on how and where to apply for financial aid	1	2
g.	No money is available for aid	1	2
h.	Other relatives will help to pay my teenager's college expenses	1	2
i.	We missed the deadline for application	1	2
j.	I don't know how to apply	1	2

90. How much money do you expect to spend on your teenager's educational expenses next year?

(CIRCLE ONE)

My teenager wants to pay for his/her education without our help	01	--> **SKIP TO QUESTION 92 ON PAGE 50**
None	02	--> **SKIP TO QUESTION 92 ON PAGE 50**
Less than $2,500	03	--> **GO TO QUESTION 91**
$2,500 - $4,999	04	
$5,000 - $9,999	05	
$10,000 - $14,999	06	
$15,000 - $19,999	07	
Over $20,000	08	

232

91. **How much debt are you willing to go into in order to finance your teenager's education next year?**

	(CIRCLE ONE)
None	00
Less than $2,500	01
$2,500 - $4,999	02
$5,000 - $9,999	03
$10,000 - $14,999	04
$15,000 - $19,999	05
Over $20,000	06

92. **Which of the following sources of money will you use to cover your teenager's future educational expenses?**

(CIRCLE ONE ON EACH LINE)

	Yes	**No**
Your (or your spouse's/partner's) current earnings	1	2
Your (or your spouse's/partner's) savings or sale of assets	1	2
Second mortgage	1	2
Your (or your spouse's/partner's) borrowing (personal loan, etc.)	1	2
Alimony or child support	1	2
Your children's earnings or savings	1	2
A trust fund	1	2
Contributions from relatives	1	2
Scholarships or grants	1	2
State or federal loans	1	2
Social Security or Veteran's Administration benefits	1	2
Other	1	2

93. **While completing this questionnaire, did anyone help you by translating, clarifying meanings of questions, or providing information?**

(CIRCLE ONE)

Yes .... 1 --> **GO TO QUESTION 94**

No .... 2 --> **SKIP TO QUESTION 94a**

94. **Who assisted you?**

(CIRCLE ONE ON EACH LINE)

		Yes	**No**
a.	My teenager named on the front cover	1	2
b.	My spouse/partner	1	2
c.	Another family member	1	2
d.	One of my friends	1	2
e.	Another person in the community	1	2

94a. **Date completed:**

|___| |___| **MONTH** 19 |___| |___| **YEAR**

94b. **Please refer to the label on the front cover of this questionnaire. Does "PART 6" appear on the label?**

(CIRCLE ONE)

Yes .... 1 --> **GO TO QUESTION 95**

No .... 2 --> **SKIP TO QUESTION 108 ON PAGE 58**

PART 6: SUPPLEMENTAL QUESTIONS FOR PARENTS NEW TO NELS:88

95. **As of February 1, 1988, how much of the time did the teenager named on the front cover live with you?**
☐

(CIRCLE ONE)

All of the time	1 --> SKIP TO QUESTION 97
Most of the time	2 --> GO TO QUESTION 96
Half of the time	3 --> GO TO QUESTION 96
Less than half of the time	4 --> GO TO QUESTION 96

96. **As of February 1, 1988, with whom did the teenager named on the front cover live most of the time when he/she did not live with you?**

(CIRCLE ONE)

By himself/herself	01
With his or her other parent	02
With another adult relative	03
He/she lives at boarding school	04
He/she lives at college	05
With a non-related adult guardian	06
With a friend	07
With his or her spouse	08
Other	09

97. **Altogether, how many people were financially dependent upon you (or you and your spouse/partner) as of February 1, 1988? Count everyone who received one-half or more of their financial support from you or your spouse/partner. Include individuals who did not live with you and your spouse/partner, but *do not* include yourself or your spouse/partner.**

Total number of dependents (not counting you or your spouse/partner):

	(CIRCLE ONE)
None	01
One	02
Two	03
Three	04
Four	05
Five	06
Six	07
Seven	08
Eight or more	09

98. **What was your marital status as of February 1, 1988?**

	(CIRCLE ONE)
Never married	1
Married	2
Divorced	3
Widowed	4
Not married, but living in a marriage-like relationship	5

99. **Do you have a spouse/partner?**

(CIRCLE ONE)

Yes . . . . 1 --> **ANSWER QUESTIONS 100-101 FOR BOTH YOURSELF AND YOUR SPOUSE/PARTNER**

No . . . . 2 --> **ANSWER QUESTIONS 100-101 FOR YOURSELF ONLY**

100. **What is the sex of each person?** **(CIRCLE ONE IN EACH COLUMN)**

	Male	**Female**
You	1	2
Your spouse/partner (if applicable)	1	2

101. What is the *highest* level of school that each person has completed? (Please circle only the highest level ☐ you and your spouse/partner have attained)

(CIRCLE ONE IN EACH COLUMN)

	YOU	**YOUR SPOUSE/ PARTNER**
Eighth grade or less	01	01
Beyond eighth grade, but not high school graduation	02	02
GED	03	03
High school graduation	04	04
Vocational, trade, or business school after high school		
Less than two years	06	06
Two years or more	07	07
College program		
Less than two years of college	08	08
Two or more years of college (including two-year degree)	09	09
Finish college (four- or five- year degree)	11	11
Graduate or professional school		
Master's degree or equivalent	12	12
Ph.D., M.D., or other professional degree	13	13

102. We would like to know how many brothers and sisters your teenager has. Please consider all siblings, including half- and step- and adoptive brothers and sisters, regardless of where they live.

(CIRCLE ONE)

None	00	--> **SKIP TO QUESTION 106 ON PAGE 57**
One	01	--> **GO TO QUESTION 103**
Two	02	
Three	03	
Four	04	
Five	05	
Six or more	06	

103. How many of the children referred to in Question 102 are older than your teenager?

(CIRCLE ONE)

None 00
One 01
Two 02
Three 03
Four 04
Five 05
Six or more 06

104. How many of the children referred to in Question 102 have graduated from high school?

(CIRCLE ONE)

None 00
One 01
Two 02
Three 03
Four 04
Five 05
Six or more 06

105. How many of the children referred to in Question 102 dropped out of school before graduating from high school?

(CIRCLE ONE)

None 00
One 01
Two 02
Three 03
Four 04
Five 05
Six or more 06

106. In what year were you born?

	(CIRCLE ONE)
1929 or earlier	01
1930-1939	02
1940-1944	03
1945-1949	04
1950-1954	05
1955-1959	06
1960 or later	07

107. In what year was your spouse/partner born?
REMINDER: Use "spouse/partner" definition from page 4.

	(CIRCLE ONE)
1929 or earlier	01
1930-1939	02
1940-1944	03
1945-1949	04
1950-1954	05
1955-1959	06
1960 or later	07
Does not apply	08

NOW GO ON TO PAGE 58

PART 7: INFORMATION FOR FUTURE FOLLOW UP

The study you are taking part in seeks to measure changes over time in matters related to your teenager's education. For this reason, we may try to contact you again in the future. Since people move around a great deal, we are asking you for information that will make it possible for us to contact you in the future. Please be assured that any information you give us concerning either a relative or a close family friend will be used only to inquire how we might find you.

THESE PAGES WILL BE SEPARATED FROM THE OTHER INFORMATION YOU PROVIDE BEFORE ANY DATA IS ENTERED INTO OUR COMPUTERS. YOUR NAME WILL NOT BE CONNECTED WITH YOUR ANSWERS TO THE MAIN PORTION OF THE QUESTIONNAIRE.

108. **What is your name and address?**

☐

NAME:

__________ __________ __________

Last First Middle

ADDRESS: ____________________ __________

Number Street Apartment Number

__________ __________ __________

City State Zip Code

QUESTIONS 109-111, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. YOUR SOCIAL SECURITY NUMBER WILL BE USED ONLY TO FIND YOU FOR FUTURE FOLLOW UP, AND, LIKE ALL OF YOUR RESPONSES, WILL BE KEPT COMPLETELY CONFIDENTIAL.

109. **What is your social security number? (WRITE IN NUMBER)**

☐☐☐ - ☐☐ - ☐☐☐☐

110. **Do you have a telephone?**

(CIRCLE ONE)

Yes .... 1 --> **GO TO QUESTION 111**

No .... 2 --> **SKIP TO QUESTION 112 ON PAGE 59**

111. **What is your telephone number?**

WORK: (______) ____________________

Area Code Number

HOME: (______) ____________________

Area Code Number

112. **What is the name and address of a close relative who does not live with you? Choose someone who is likely to know how to locate you if you move.**
☐

NAME:

Last ______ First ______ Middle ______

ADDRESS: ______ Number Street ______ Apartment Number

City ______ State ______ Zip Code ______

113. **Does this relative have a telephone?** **(CIRCLE ONE)**

Yes . . . . 1 **--> GO TO QUESTION 114**
No . . . . 2 **--> SKIP TO QUESTION 115**

114. **What is the telephone number of this relative?**

TELEPHONE: (if known) (______) ______
Area Code Number

115. **What is this person's relationship to you?** ______

116. **What is the name and address of a close family friend who does not live with you? Choose someone who is likely to know how to locate you if you move.**

NAME:

Last ______ First ______ Middle ______

ADDRESS: ______ Number Street ______ Apartment Number

City ______ State ______ Zip Code ______

117. **Does this friend have a telephone?** **(CIRCLE ONE)**

Yes . . . . 1 **--> GO TO QUESTION 118**
No 2

118. **What is the telephone number of this friend?**

TELEPHONE: (if known) (______) ______
Area Code Number

THANK YOU FOR YOUR COOPERATION

Appendix H

Critical Items from the
Second Follow-Up Parent Questionnaire

Critical Items on NELS:88 Second Follow-Up Parent Questionnaire

F2P1A	Respondent's relationship to teenager
F2P1B	Respondent's spouse's relationship to teenager
F2P2	How much time teenager lives with respondent
F2P4	Teenager has another parent outside the home
F2P7	Current marital status
F2P11A	Respondent's current employment situation
F2P11B	Respondent's spouse's current employment situation
F2P13	Respondent's present job
F2P16	Spouse's present job
F2P18	Life changes in last four years
F2P19	Ethnic background
F2P27	Languages other than English spoken in home
F2P30	Teenager is currently enrolled in school
F2P44A	Contacted teenager's school about grades
F2P44C	Contacted teenager's school about plans after high school
F2P61	Respondent wants teenager to go how far in school
F2P74	Total gross family income 1991
F2P79A	Started a savings account to pay for teen's education
F2P79B	Bought an insurance policy to pay for teen's education
F2P79C	Bought U.S. Savings Bonds to pay for teen's education
F2P79D	Made investments to pay for teen's education
F2P79E	Set up college investment fund to pay for teen's education
F2P79F	Started working more to pay for teen's education
F2P79G	Established other form of savings to pay for teen's education
F2P79H	Planned to reduce expenses to pay for teen's education
F2P79I	Planned to remortgage house to pay for teen's education
F2P79J	Had teenager put aside earnings to pay for education
F2P108	Name, address
F2P112	Name, address of a close relative

Supplemental Questions for Parents New to NELS:88

F2P95	Since Feb. 1, 1988, teenager lives with respondent how much
F2P101	Highest level of school respondent completed
F2P101B	Highest level of school respondent's spouse completed

Appendix I

Record Layout for NELS:88

Second Follow-Up Parent Tape

NELS:88 Second Follow-Up Public Use Parent Data File Record Layout (Magnetic Tape Version)

The original EBCDIC files delivered on magnetic tape have the following structure (where LRECL = logical record layout and BLKSIZE = blocking factor):

raw data: LRECL = 524, BLKSIZE = 32488
SAS and SPSS-X cards: LRECL = 80, BLKSIZE = 32720

VARIABLE NAME	POSITION
STU_ID	1-7
F2P1A	8-9
F2P1B	10-11
F2P2	12-12
F2P3	13-14
F2P4	15-15
F2P5	16-16
F2P6	17-18
F2P7	19-19
F2P8A	20-20
F2P8B	21-21
F2P8C	22-22
F2P8D	23-23
F2P8E	24-24
F2P8F	25-25
F2P8G	26-26
F2P8H	27-27
F2P9A	28-29
F2P9B	30-31
F2P9C	32-33
F2P9D	34-35
F2P9E	36-37
F2P9F	38-39
F2P9G	40-41
F2P9H	42-43
F2P10A	44-45
F2P10B	46-47
F2P11A	48-49
F2P11B	50-51
F2P12	52-52
F2P13	53-54
F2P14	55-56
F2P15	57-57
F2P16	58-59
F2P17	60-61

F2P18A1	62-62
F2P18A2	63-63
F2P18A3	64-64
F2P18A4	65-65
F2P18A5	66-66
F2P18A6	67-67
F2P18B1	68-68
F2P18B2	69-69
F2P18B3	70-70
F2P18B4	71-71
F2P18B5	72-72
F2P18B6	73-73
F2P18C1	74-74
F2P18C2	75-75
F2P18C3	76-76
F2P18C4	77-77
F2P18C5	78-78
F2P18C6	79-79
F2P18D1	80-80
F2P18D2	81-81
F2P18D3	82-82
F2P18D4	83-83
F2P18D5	84-84
F2P18D6	85-85
F2P19	86-86
F2P20	87-88
F2P21	89-90
F2P22	91-91
F2P23	92-93
F2P24A	94-94
F2P24B	95-95
F2P24C	96-96
F2P24D	97-97
F2P25A	98-98
F2P25B	99-99
F2P25C	100-100
F2P25D	101-101
F2P26A	102-102
F2P26B	103-103
F2P26C	104-104
F2P26D	105-105
F2P26E	106-106
F2P27	107-107
F2P28	108-108
F2P29	109-110
F2P30	111-111
F2P31	112-112
F2P32MO	113-114
F2P32YR	115-116

F2P33	117-117
F2P34A	118-118
F2P34B	119-119
F2P34C	120-120
F2P34D	121-121
F2P34E	122-122
F2P34F	123-123
F2P34G	124-124
F2P34H	125-125
F2P34I	126-126
F2P34J	127-127
F2P34K	128-128
F2P35A	129-129
F2P35B	130-130
F2P35C	131-131
F2P36	132-132
F2P37	133-133
F2P38A	134-134
F2P38B	135-135
F2P38C	136-136
F2P38D	137-137
F2P38E	138-138
F2P38F	139-139
F2P38G	140-140
F2P38H	141-141
F2P39A	142-142
F2P39B	143-143
F2P39C	144-144
F2P39D	145-145
F2P39E	146-146
F2P39F	147-147
F2P39G	148-148
F2P39H	149-149
F2P40A	150-150
F2P40B	151-151
F2P40C	152-152
F2P40D	153-153
F2P40E	154-154
F2P40F	155-155
F2P40G	156-156
F2P40H	157-157
F2P40I	158-158
F2P40J	159-159
F2P40K	160-160
F2P41	161-161
F2P42A	162-162
F2P42B	163-163
F2P42C	164-164
F2P42D	165-165

F2P42E	166-166
F2P42F	167-167
F2P42G	168-168
F2P42H	169-169
F2P42I	170-170
F2P42J	171-171
F2P42K	172-172
F2P42L	173-173
F2P42M	174-174
F2P42N	175-175
F2P42O	176-176
F2P42P	177-177
F2P42Q	178-178
F2P42R	179-179
F2P42S	180-180
F2P42T	181-181
F2P42U	182-182
F2P43A	183-183
F2P43B	184-184
F2P43C	185-185
F2P43D	186-186
F2P43E	187-187
F2P43F	188-188
F2P43G	189-189
F2P43H	190-190
F2P44A	191-191
F2P44B	192-192
F2P44C	193-193
F2P44D	194-194
F2P44E	195-195
F2P44F	196-196
F2P44G	197-197
F2P45A	198-198
F2P45B	199-199
F2P45C	200-200
F2P46A	201-201
F2P46B	202-202
F2P46C	203-203
F2P46D	204-204
F2P47A	205-205
F2P47B	206-206
F2P47C	207-207
F2P47D	208-208
F2P47E	209-209
F2P47F	210-210
F2P47G	211-211
F2P47H	212-212
F2P47I	213-213
F2P47J	214-214

F2P48A	215-215
F2P48B	216-216
F2P48C	217-217
F2P48D	218-218
F2P48E	219-219
F2P48F	220-220
F2P48G	221-221
F2P48H	222-222
F2P48I	223-223
F2P49A	224-224
F2P49B	225-225
F2P49C	226-226
F2P49D	227-227
F2P49E	228-228
F2P49F	229-229
F2P49G	230-230
F2P49H	231-231
F2P49I	232-232
F2P49J	233-233
F2P50A	234-234
F2P50B	235-235
F2P50C	236-236
F2P50D	237-237
F2P50E	238-238
F2P50F	239-239
F2P50G	240-240
F2P50H	241-241
F2P50I	242-242
F2P50J	243-243
F2P50K	244-244
F2P50L	245-245
F2P51A	246-246
F2P51B	247-247
F2P51C	248-248
F2P52A	249-249
F2P52B	250-250
F2P52C	251-251
F2P52D	252-252
F2P52E	253-253
F2P52F	254-254
F2P52G	255-255
F2P52H	256-256
F2P52I	257-257
F2P52J	258-258
F2P52K	259-259
F2P52L	260-260
F2P53	261-261
F2P54A1	262-262
F2P54B1	263-263

F2P54A2	264-264
F2P54B2	265-265
F2P54A3	266-266
F2P54B3	267-267
F2P54A4	268-268
F2P54B4	269-269
F2P54A5	270-270
F2P54B5	271-271
F2P55	272-273
F2P56A	274-274
F2P56B	275-275
F2P56C	276-276
F2P57A	277-277
F2P57B	278-278
F2P57C	279-279
F2P57D	280-280
F2P57E	281-281
F2P57F	282-282
F2P57G	283-283
F2P58	284-284
F2P59	285-285
F2P60	286-286
F2P61	287-288
F2P62A	289-289
F2P62B	290-290
F2P62C	291-291
F2P62D	292-292
F2P63	293-293
F2P64	294-294
F2P65A	295-295
F2P65B	296-296
F2P65C	297-297
F2P65D	298-298
F2P65E	299-299
F2P66A	300-300
F2P66B	301-301
F2P66C	302-302
F2P66D	303-303
F2P66E	304-304
F2P66F	305-305
F2P66G	306-306
F2P66H	307-307
F2P66I	308-308
F2P66J	309-309
F2P66K	310-310
F2P66L	311-311
F2P66M	312-312
F2P66N	313-313
F2P66O	314-314

F2P66P	315-315
F2P66Q	316-316
F2P66R	317-317
F2P67	318-319
F2P68	320-320
F2P69	321-322
F2P70A	323-323
F2P70B	324-324
F2P70C	325-325
F2P70D	326-326
F2P70E	327-327
F2P70F	328-328
F2P70G	329-329
F2P70H	330-330
F2P70I	331-331
F2P70J	332-332
F2P71	333-333
F2P72MO	334-335
F2P72YR	336-337
F2P73MO	338-339
F2P73YR	340-341
F2P74	342-343
F2P75	344-344
F2P76A	345-345
F2P76B	346-346
F2P76C	347-347
F2P76D	348-348
F2P77	349-350
F2P78	351-351
F2P79A	352-352
F2P79B	353-353
F2P79C	354-354
F2P79D	355-355
F2P79E	356-356
F2P79F	357-357
F2P79G	358-358
F2P79H	359-359
F2P79I	360-360
F2P79J	361-361
F2P80	362-362
F2P81	363-364
F2P82	365-365
F2P83	366-366
F2P84A	367-367
F2P84B	368-368
F2P84C	369-369
F2P84D	370-370
F2P84E	371-371
F2P84F	372-372

F2P84G	373-373
F2P85A	374-374
F2P85B	375-375
F2P85C	376-376
F2P86A	377-377
F2P86B	378-378
F2P86C	379-379
F2P87A	380-380
F2P87B	381-381
F2P87C	382-382
F2P87D	383-383
F2P88	384-384
F2P89A	385-385
F2P89B	386-386
F2P89C	387-387
F2P89D	388-388
F2P89E	389-389
F2P89F	390-390
F2P89G	391-391
F2P89H	392-392
F2P89I	393-393
F2P89J	394-394
F2P90	395-396
F2P91	397-398
F2P92A	399-399
F2P92B	400-400
F2P92C	401-401
F2P92D	402-402
F2P92E	403-403
F2P92F	404-404
F2P92G	405-405
F2P92H	406-406
F2P92I	407-407
F2P92J	408-408
F2P92K	409-409
F2P92L	410-410
F2P93	411-411
F2P94A	412-412
F2P94B	413-413
F2P94C	414-414
F2P94D	415-415
F2P94E	416-416
F2P94AMO	417-418
F2P94AYR	419-420
F2P94BB	421-421
F2P95	422-422
F2P96	423-424
F2P97	425-426
F2P98	427-427

F2P99	428-428	
F2P100A	429-429	
F2P100B	430-430	
F2P101A	431-432	
F2P101B	433-434	
F2P102	435-436	
F2P103	437-438	
F2P104	439-440	
F2P105	441-442	
F2P106	443-444	
F2P107	445-446	
F2PAQWT	447-456	4*
F2PAQFLG	457-457	
F2SPANFG	458-458	
F2BYPAFG	459-459	
F2STAT	460-461	
F2DOSTAT	462-463	
F2F1DOST	464-465	
F2SEX	466-466	
F2RACE1	467-467	
F2API	468-468	
F2HISP	469-469	
F2BIRTHM	470-471	
F2BIRTHY	472-473	
F2LOCUS1	474-477	2*
F2LOCUS2	478-481	2*
F2LOCU2Q	482-482	
F2CNCPT1	483-486	2*
F2CNCPT2	487-490	2*
F2CNCP2Q	491-491	
F2BYFMSZ	492-493	
F2BYPMAR	494-494	
F2BYSPFG	495-495	
F2BYFCMP	496-497	
F2F1FCMP	498-499	
F2FCMP	500-501	
F2FAMSIZ	502-503	
F2PARED	504-505	
F2SES2	506-510	3*
F2SES2Q	511-511	
F2SES3	512-516	3*
F2SES3Q	517-517	
G12CTRL1	518-519	
G12URBN3	520-520	
G12REGON	521-522	
F2HSPROG	523-523	

* Denotes a float variable. The number listed indicates the largest possible number of digits that may appear to the right of the decimal point.

Appendix J

NELS:88 Second Follow-Up

Parent Composite Variables

Weights

Analysis of the second follow-up parent component requires that F2PAQWT, the statistical weight that has been designed for this purpose, be used. There are 17,610 parent cases on the public use files (who were also not subsampled out of this component) and who are the guardians of sample member teens who completed a second follow-up student or dropout questionnaire.[1] Of these parents, 16,395 completed a second follow-up parent questionnaire; it is these parent cases that carry the parent statistical weight:

F2PAQWT The primary purpose of the parent data file is to provide student- and dropout-related contextual information that can be linked to individual records on the NELS:88 student and dropout files. F2PAQWT should be used for these analyses since it corrects for subsampling of parents and adjusts for second follow-up parent nonresponse. Using the parent data with F2PAQWT provides analysts with a national cross-section of the self-defined "most knowledgeable" parent or guardian of, among other populations, dropouts from the eighth- or tenth-grade cohort and 1992 twelfth graders. F2PAQWT can be used in cross-sectional and panel analyses either in conjunction with student or dropout data or as a stand-alone data set. However, when using F2PAQWT with only the second follow-up parent data, it is important that the analyst be aware of the caveats discussed in sections 1.4 and 3.1.5 about the generalizability of the parent data.

A detailed discussion of the NELS:88 second follow-up statistical weights and the manner in which these are correctly applied appears in Chapter III of this manual.

Flags

The following indicator, F2PAQFLG, discriminates between parent cases on the file with completed second follow-up parent questionnaire data and those cases that did not complete the parent questionnaire. It is essential for selection of cases that have a parent statistical weight (F2PAQFLG=1). Note that, as an aid in associating these two variables in memory, the same stem ("F2PA-") has been assigned to the variable name for both this flag and for the parent statistical weight (described above).

F2PAQFLG Indicates whether or not a second follow-up parent questionnaire was completed by an eligible parent, who was not subsampled out of the second follow-up, of a teen sample member who completed a second follow-up student or dropout questionnaire.

0 = Did not complete a parent questionnaire
1 = Completed a parent questionnaire

---

[1] In addition to the 17,584 eligible parents, 26 records are included on the file for parents who were initially eligible for data collection, yet it was discovered that these parents were out of scope for reasons described in section 3.1.5. The total number of parent records on the public use data file is 17,610.

F2SPANFG Indicates whether the second follow-up parent questionnaire was completed in English or in Spanish.

0 = Parent completed an English-language questionnaire
1 = Parent completed a Spanish-language questionnaire
2 = Not applicable--parent did not complete a second follow-up parent questionnaire

F2BYPAFG Indicates whether or not a questionnaire was completed by a parent or guardian of the student sample member in the base year parent component. Note that the parent respondent to the base year survey is not necessarily the *same* person as the parent respondent in the second follow-up.

0 = Base year parent questionnaire was not completed (although a base year student questionnaire was completed)
1 = Base year parent questionnaire was completed (and base year student questionnaire was also completed)
2 = Not applicable--student became a sample member after the base year (due to "freshening" or base year ineligibles becoming eligible in a subsequent round) or a base year eligible student did not complete a base year student questionnaire (and therefore parent was not eligible to complete a base year parent questionnaire)

F2STAT Indicates final status in the second follow-up for teen sample members. The public use parent component contains data only for the parents of those teen sample members who participated in the student/dropout components of the second follow-up (F2STAT=00).

00 = Sample member participated
01 = Other reasons, nonrespondent
02 = Sample member unlocatable
03 = Sample member or parent refusal
04 = Sample member is ineligible for survey owing to language barrier, or mental or physical disability
05 = Sample member is out of USA in this round
06 = Sample member is deceased

F2DOSTAT Indicates enrollment status, either dropout or student, as of the second follow-up *only*, for the teen sample member. Also permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout (i.e., dropouts only: use values 4 and 5) or the HS&B/NELS:88 second follow-up definition of a dropout (i.e., dropouts plus alternative completers: use values 3, 4, and 5).

00 = Student (teen sample member was not a school dropout or a stopout in the second follow-up)
01 = Enrollment status was not determined (includes out-of-country, deceased, and enrollment status unknown cases)
02 = Stopout (teen sample member dropped out of school at one time in second follow-up, but subsequently returned to school)

03 = Alternative completer(teen sample member enrolled in or completed an alternative non-diploma program [e.g., GED test preparation classes, or passed GED test or received other alternative certification])
04 = Dropout--school confirmed (teen sample member was reported by the school to be a dropout, but status was not also confirmed by sample member or family)
05 = Dropout--twice confirmed (teen sample member dropped out of school--confirmed by sample member or family)

F2F1DOST Indicates enrollment status, such as a dropout or student, as of the first follow-up *only*, for the teen sample member. This variable is the first follow-up equivalent of F2DOSTAT (see above).

00 = Student (teen sample member was not a school dropout or a stopout in the second follow-up)
01 = Enrollment status was not determined (includes out-of-country, deceased, and enrollment status unknown cases)
02 = Stopout (teen sample member dropped out of school at one time in first follow-up, but subsequently returned to school)
03 = Home study student
04 = Dropout--school confirmed (teen sample member was reported by the school to be a dropout, but status was not also confirmed by sample member or family)
05 = Dropout--twice confirmed (teen sample member dropped out of school--confirmed by sample member or family)
06 = Not applicable--teen sample member is a second follow-up freshened student

Note that the categories for this composite have been revised to match the categories used for F2DOSTAT, enabling comparison between the two composites. For information on the original categories used for the first follow-up composite F1DOSTAT, see Appendix I, page 2, of the *First Follow-Up: Student Component Data File User's Manual*:

F2SEX Most complete indicator of teen sample member's gender. For the base year ineligible sample, F1SEX was created with first follow-up new student supplement data (in F1N2) or from information on NORC's survey management systems. For all samples, F2SEX is based on the first follow-up (F1SEX) composite and is augmented by second follow-up new student supplement information (in F2N2) when appropriate or, if still missing, imputation from teen's first name.

1 = Male
2 = Female

F2RACE1 Indicates teen sample member's "best known" race. For all samples, F2RACE1 is based on F1RACE and is supplemented when appropriate with second follow-up new student supplement data (in F2N17). If F2RACE1 was still missing, available information from NORC's survey management systems was used to fill in missing values.

F1RACE was created for the base year ineligible sample using data from the first follow-up new student supplement (in F1N8A) or from information in NORC's survey management systems.

1	=	Asian, Pacific Islander
2	=	Hispanic
3	=	Black, not Hispanic
4	=	White, not Hispanic
5	=	American Indian, Alaskan Native
8	=	Missing

F2API Further divides the "Asian, Pacific Islander" F2RACE1 category into sub-categories. F2API was constructed in the same manner as F2RACE1 (described above). For the base year ineligible sample and BY dropouts, F1API was created with data from the first follow-up new student supplement (in F1N8B) or from information in NORC's survey management systems. For all samples, F2API is based on F1API and is supplemented when appropriate with second follow-up new student supplement data (in F2N18). If F2API was still missing, available information from NORC's survey management systems was used to fill in missing values.

F2API	F2N18	F1API	F2RACE1	LABEL
0	(any value)	(any value)	2-5	Non-Asian
1	01-05	1	1	East Asian
2	07	3	1	South Asian
3	06	4	1	Pacific Islander
4	08, 96, 97 or 98	2 or 5	1	Specific API unknown
8	96, 97 or 98	8	8	Race missing

Employing the sum of the subgroups in F2API is appropriate for comparisons to the NELS:88 base year and first follow-up. Since the race composite in HS&B defined Asians and Pacific Islanders broadly, and since the questionnaires granted great latitude to respondent self-definition, F2API should also be generally appropriate for use in trend comparisons to HS&B.

Because the terms "Asian" and "Asian/Pacific Islander" are used differently in various surveys and statistical records systems, analysts will need to combine and recombine these categories in various ways when making comparisons with data sources other than those mentioned above.

F2HISP Further divides the "Hispanic, regardless of race" F2RACE1 category into sub-categories. F2HISP was constructed in the same manner described for F2RACE1. However, because a composite comparable to F2HISP was not created in the first follow-up, F2HISP was constructed using data from the base year composite HISP, and was supplemented with data from the second follow-up NSS (item F2N19) and the first follow-up NSS (item F1N8C). If F2HISP was still missing, available information from NORC's survey management systems was used to fill in missing values.

F2HISP	F2N19	F1N8C	HISP	F2RACE1	LABEL
0	(any value)	(any value)	(any value)	1,3-5	Non-Hispanic
1	1	1	1	2	Mexican
2	2	2	2	2	Cuban
3	3	3	3	2	Puerto Rican
4	4,6,7 or 8	4,6,7 or 8	4,6,7 or 8	2	Specific Hispanic unknown
8	6,7 or 8	6,7 or 8	8	8	Race missing

F2BIRTHM F2BIRTHM was taken from an updated version of F1BIRTHM which included birth data for base year ineligible students and other teen sample members for whom F1BIRTHM was previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, F2N3MO from second follow-up new student supplement data were used. The range of F2BIRTHM is 1 - 12 with 98 indicating missing.

F2BIRTHY F2BIRTHY was created by using an updated version of F1BIRTHY which included data for base year ineligible students and other teen sample members for whom birth data were previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, F2N3YR from the second follow-up new student supplement data were used. For the public use parent data file, all cases with years before 1972 were recoded to '72,' and all cases with years after 1975 were recoded to '75' to protect respondent confidentiality.

F2LOCUS1 This composite of the locus of control items in the second follow-up student and dropout questionnaires is designed to be *as comparable as possible* to HS&B and NLS-72 data. All locus of control items are in student question 66 (and dropout question 57). They are F2S66B (F2D57B), F2S66C (F2D57C), F2S66F (F2D57F), F2S66G (F2D57G), F2S66K (F2D57K), and F2S66M (F2D57M).

As in the base year and first follow-up, three of these items are comparable to HS&B and NLS-72 items. They are F2S66C (F2D57C), F2S66F (F2D57F), and F2S66G (F2D57G).

Each of the above three items were standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components were averaged. That is, if none of the three items was missing, all three standardized values were added, then divided by 3; if one item was missing, the other two (nonmissing) standardized values were added, then divided by 2. Any teen sample member missing all three components was assigned a missing value (8).

It is important to note that, while always comparable to the items in the earlier studies, these items are not identical. Some modifications in these items were made in order to make them more comprehensible to eighth graders; other alterations were effected for methodological reasons (e.g., to remove a response set bias). The NELS:88 second follow-up items are listed below for comparison, with the HS&B and NLS-72 item wording in parentheses:

F2S66C/F2D57C: "In my life, good luck is more important than hard work for success." ("Good luck is more important than hard work for success.")

F2S66F/F2D57F: "Every time I try to get ahead, something or somebody stops me." [text identical]

F2S66G/F2D57G: "My plans hardly ever work out, so planning only makes me unhappy." ("Planning only makes a person unhappy, since plans hardly ever work out anyway.")

F2LOCUS2 This composite uses *all* of the second follow-up locus of control items in student question 66 (and dropout question 57). These are F2S66B (F2D57B), F2S66C (F2D57C), F2S66F (F2D57F), F2S66G (F2D57G), F2S66K (F2D57K), and F2S66M (F2D57M).

As with F2LOCUS1, each of the above six items was standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components are averaged. Any teen sample member missing all six components was assigned a missing value (8). (See F2LOCUS1 above for detailed procedures.)

Note that item F2S66K (F2D57K) is a reverse scoring item; therefore, the values were reversed before the composite was created.

F2LOCU2Q Quartile distribution of F2LOCUS2. It was constructed by recoding F2LOCUS2 into four categories based on the weighted (F2QWT) marginal distribution.

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing

F2CNCPT1 This composite of self-concept items was designed to be *as comparable as possible* to HS&B and NLS-72 data. All self-concept items are in student question 66 (and dropout question 57). These are F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), F2S66H (F2D57H), F2S66I (F2D57I), F2S66J (F2D57J), and F2S66L (F2D57L).

As in the base year and first follow-up, four of these items are comparable to HS&B and NLS-72 items. These are F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), and F2S66H (F2D57H).

As with F2LOCUS1, each of the above four items were standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components were averaged. Any student missing all four components was assigned a missing value (8). (See F2LOCUS1 above for detailed procedures.)

All four items are reverse scoring items; therefore, the values were reversed before the composite was created. It is important to note that, while always comparable to the items in the earlier studies, these items are not identical. The NELS:88 second follow-up items are listed below for comparison, with the HS&B and NLS-72 item wording in parentheses:

F2S66A/F2D57A:	"I feel good about myself." ("I take a positive attitude toward myself.")
F2S66D/F2D57D:	"I feel I am a person of worth, the equal of other people." ("I feel I am a person of worth, on an equal plane with others.")
F2S66E/F2D57E:	"I am able to do things as well as most other people." [text identical]
F2S66H/F2D57H:	"On the whole, I am satisfied with myself." [text identical]

F2CNCPT2 This composite employs *all* of the self-concept items in student question 66 (and dropout question 57). They are F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), F2S66H (F2D57H), F2S66I (F2D57I), F2S66J (F2D57J), and F2S66L (F2D57L).

As with F2LOCUS1, each of the above seven items was standardized separately to a mean of zero and a standard deviation of 1, using F2QWT. All nonmissing components were averaged. Any student missing all seven components were assigned a missing value (8). (See F2LOCUS1 above for detailed procedures.)

Four of these items--F2S66A (F2D57A), F2S66D (F2D57D), F2S66E (F2D57E), and F2S66H (F2D57H)--are reverse scoring items; therefore, the values were reversed before the composite was created.

F2CNCP2Q F2CNCP2Q is the quartile distribution of F2CNCPT2. It was constructed by recoding F2CNCPT2 into four categories based on the weighted (F2QWT) marginal distribution.

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing

F2BYFMSZ This composite reports the teen sample member's estimated family size in 1988. F2BYFMSZ was computed using both the parent and student base year questionnaires. If all of BYS8A-I were reserved codes, then F2BYFMSZ was coded as missing. Otherwise the number was 1 for the respondent plus an estimate for the number of siblings (detailed below) plus the number of family members other than siblings as marked in items BYS8A-D and BYS8G-I. (This procedure counted only 1 person each for BYS8G-I, even if more than one person in each category lived in the household.) The first reference used for the number of siblings is BYP3B. If that was a reserved code, then BYS32 was used instead. If neither BYP3B nor BYS32 listed any siblings, then one sibling was counted for each item marked in BYS8E and BYS8F as a final source. All values for F2BYFMSZ which were greater than 9 were set to 10, creating the end value of 10 which means 10 or more.

02-09 = Base year family size as computed above
10 = Base year family size as computed above is ten or greater
98 = Missing or lives in an undefined situation
BLANK = Not applicable--no base year parent questionnaire

F2BYPMAR This composite characterizes the parent's base year marital status. It was taken directly from BYP7. Note, however, that the categories for this composite have been revised to match the categories used in the second follow-up parent questionnaire, item F2P7. For information on the original categories used for the base year composite BYPARMAR, see Appendix H, page 13, of the *First Follow-Up: Student Component Data File User's Manual*: The revised values for F2BYPMAR are:

1 = Single, never married
2 = Married
3 = Divorced/Separated
4 = Widowed
5 = Not married but living in a marriage-like relationship
BLANK = Not applicable--no base year parent questionnaire

F2BYSPFG Indicates whether the base year parent questionnaire was completed in English or Spanish.

0 = Parent completed an English-language questionnaire
1 = Parent completed a Spanish-language questionnaire
2 = Not applicable--did not complete a base year parent questionnaire

F2BYFCMP Indicates the family or household composition in the base year. It was constructed from student responses to BYS8A-I. Note, however, that the data for this composite have been recoded from 1 digit in the base year to two digits in the second follow-up.

01 = Mother and father
02 = Mother and male guardian
03 = Father and female guardian
04 = Mother only
05 = Father only
06 = Other relative or nonrelative
98 = Missing, BYS8A-I were all missing
BLANK = Not applicable--no base year parent questionnaire

F2F1FCMP Indicates the family or household composition, and is based entirely on base year parent questionnaire data. It is derived from question 1 in the base year parent questionnaire (BYP1A1, BYP1A2) and indicates the adult composition of the teen sample member's household as of the base year.

Note, however, that the wording of the categories for this composite has been revised to match the categories used for F2FCMP, enabling comparison between the two composites. The only exceptions to the wording revision are for values 5 and 6. In F2FCMP, these two values allow for the possibility of same sex couples, indicated by the value label "other female(s)" and "other male(s)." In F2F1FCMP, the data for same sex couples were coded as a value of 98 ("missing"). For information on the original categories used for the first follow-up composite FAMCOMP, see Appendix I, page 13, of the *First Follow-Up: Student Component Data File User's Manual*: The revised values for F2F1FCMP are:

01 = Mother & father are present in the household
02 = Mother and step father/other male relative/guardian are present in the household.
03 = Father and step mother/other female relative/guardian are present in the household.
04 = Other female and male families (such as step mother/other female relative/guardian and step father/other male relative/guardian)
05 = Mother only, or other adult female is present in the household
06 = Father only, or other adult male is present in the household
98 = Missing
BLANK = Not applicable--no base year parent questionnaire

F2FCMP Indicates the family or household composition, and is based entirely on the second follow-up parent questionnaire items F2P8A-F. If no persons in F2P8A-F were indicated as living in the same household with the teen, then value 07 was used, "Independent teen, or with a friend or spouse." Additionally, 07 was used when the data for F2P8A-F were all missing and the respondent indicated that the teen no longer lived with a parent or relative (items F2P2 and F2P3).

01 = Mother and father are present in the household
02 = Mother and step father/other male relative/guardian are present in the household
03 = Father and step mother/other female relative/guardian are present in the household
04 = Other female and male families (such as step mother/other female relative/guardian and step father/other male relative/guardian)
05 = Mother only, or other adult female(s) is present in the household
06 = Father only, or other adult male(s) is present in the household
07 = Independent teen, or living with a friend or spouse
98 = Missing
BLANK = Not applicable--no second follow-up parent questionnaire

Note that F2FCMP is constructed differently from F2F1FCMP and F2BYFCMP; some inconsistencies arise from the different specifications. Therefore, caution should be used when comparing the family composition between the base year, first follow-up and second follow-up.

In the base year, F2BYFCMP was constructed using data from the base year student questionnaire, items BYS8A-I. These questions asked the student to mark all persons who lived in the same household with the student.

In the first follow-up, F2F1FCMP was constructed using data from the base year parent questionnaire, items BYP1A1 and BYP1A2. These questions asked the respondent to identify his/her relationship to the teen, and the relationship of the respondent's spouse/partner (when applicable) to the teen.

In the second follow-up, the parent questionnaire items used to construct F2FCMP more closely approximate the items used in F2BYFCMP, although with slightly different categories.

F2FAMSIZ This composite estimates the teen sample member's second follow-up family size. F2FAMSIZ was constructed entirely from the second follow-up parent questionnaire, items F2P10A-B.

If the data for F2P10A-B were missing or out of range, family size was imputed from items F2P9A-H. Because the teen is not included in F2P9A-H, one more person was added to the number derived from F2P9A-H to arrive at the total family size. Also, items in F2P9A-H which had an answer of "6 or more" were counted as 6 when arriving at the total family size. When necessary, data in F2P9A-H were supplemented with data from F2P8A-H. If all data for F2P10A-B and F2P9A-H were missing, F2FAMSIZ was made 98 (missing).

01-09 = Family size is 1-9 people
10 = Family size is 10 or greater
98 = Missing or lives in an undefined situation
BLANK = Not applicable--no second follow-up parent questionnaire

F2PARED This composite characterizes the level of education attained by the parent with the highest reported education level. It was constructed using second follow-up parent questionnaire data (F2P101A-B). If missing, the sources given below were used to construct F2PARED, listed in order by priority from left to right:

F2 Parent Values: F2P101A & F2P101B	BY Parent Quex Values BYP30 & BYP31	F2 NSS Values: F2N8A & F2N8B	F1 NSS Values: F2N20A & F2N20B	BY Student Quex Values BYS34A & BYS34B	Final Education Level Value
01,02	01,02	01	01	01	01 = Did not finish H.S.
03,04	03,04	02	02	02	02 = H.S. grad or GED
06,07, 08,09	05,06,07 08,09,10	03,04	03,04	03,04	03 = Greater than H.S. and less than 4-year degree
11	11	05	05	05	04 = College graduate
12	12	06	06	06	05 = M.A. or equivalent
13	13	07	07	07	06 = Ph.D., M.D., other
--	--	08	08	08	07 = Don't know
					98 = Missing

Note: The values listed above are the recoded values, not the original questionnaire values.

F2SES2 This is the second of three socio-economic status indicators of the teen that have been constructed for the second follow-up data files. Like F2SES1, F2SES2 utilizes the original occupational prestige scale used for NLS-72 and HS&B. This scale is known as the Duncan SEI and is included in Table J-1 below. F2SES2 is constructed using second follow-up parent questionnaire data (F2SES1 uses base year parent data or, if missing, other early sources). F2SES2 has valid values only for cases where the second follow-up parent questionnaire was completed. If the second follow-up parent questionnaire was not completed, then F2SES2 was set to "BLANK."

The following second follow-up parent data were used: father's education level, mother's education level, father's occupation, mother's occupation, and family income (data coming from F2P101A, F2P101B, F2P13, F2P16 and F2P74). Since the education level questions (F2P101A & F2P101B) were only included in the "New Parent Supplement" portion (Part 6) of the second follow-up parent questionnaire, education level was supplemented from the base year parent questionnaire, first and second follow-up new student supplement, or the base year student questionnaire, whenever needed. The sources given below were used to construct the parent's education level for F2SES2, listed in order by priority from left to right:

F2 Parent Values: F2P101A & F2P101B	BY Parent Quex Values BYP30 & BYP31	F2 NSS Values: F2N8A & F2N8B	F1 NSS Values: F2N20A & F2N20B	BY Student Quex Values BYS34A & BYS34B	Final Education Level Value
01,02	01,02	01	01	01	01 = Did not finish H.S.
03,04	03,04	02	02	02	02 = H.S. grad or GED
06,07, 08,09	05,06,07 08,09,10	03,04	03,04	03,04	03 = Greater than H.S. and less than 4-year degree
11	11	05	05	05	04 = College graduate
12	12	06	06	06	05 = M.A. or equivalent
13	13	07	07	07	06 = Ph.D., M.D., other
--	--	08	08	08	98 = Missing
					98 = Missing

Note: The values listed above are the recoded values, not the original questionnaire values.

Second follow-up parent data were used to construct F2SES2 if *at least one variable is not missing* (i.e., if at least one of the following is available: F2P101A, F2P101B, F2P13, F2P16 and F2P74). If all second follow-up parent data components were missing, F2SES2 was set to missing (99.998). Each nonmissing component was standardized to a mean of 0 and a standard deviation of 1. Nonmissing standardized components will be averaged yielding the F2SES2 composite. Occupational data were recoded using the Duncan SEI scale as used in HS&B and indicated below.

Table J-1: Occupational prestige scales used in NELS:88 second follow-up

Response code	Label	Duncan's SEI	1989 GSS Prestige Scores
01	Clerical	56.58	38.16
02	Craftsperson	27.41	38.51
03	Farmer	28.00	35.57
04	Homemaker/Housewife		
05	Laborer	7.33	29.44
06	Manager/Administrator	67.73	53.52
07	Military		
08	Operative	19.18	34.10
09	Professional (accountant)	70.21	64.38
10	Professional (MD, lawyer)	70.21	64.38
11	Proprietor/Owner	49.70	50.64
12	Protective service	38.00	48.40
13	Sales	54.42	35.77
14	School teacher	70.21	64.38
15	Service	15.90	30.46
16	Technical	61.40	51.21
17	Never worked		
18	Other		
19	Missing		

Note: although "Homemaker/Housewife" and "Military" were response options in the second follow-up parent questionnaire, these categories are not included in the Duncan or GSS scales.

F2SES2Q F2SES2Q is the quartile distribution of F2SES2. It was constructed by recoding F2SES2 into quartiles based on the weighted (F2PAQWT) marginal distribution. As with F2SES2, if the second follow-up parent questionnaire was not completed (F2PAQFLG=0 or 2), then F2SES2Q was set to "BLANK."

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing
BLANK = Not applicable--no second follow-up parent questionnaire

F2SES3 This is the third of three socio-economic status indicators of the teen that have been constructed for the second follow-up data files. F2SES3, like F2SES2, uses second follow-up parent survey information to estimate socioeconomic status. Unlike F2SES2, however, F2SES3 utilizes a new prestige scale. Both F2SES1 (on the student component data file) and F2SES2 applied the Duncan SEI scores to respondent occupation as a measure of prestige. The Duncan scale had also been used by NLS-72 and HS&B surveys to estimate socioeconomic status and applies the 1970 Census Occupation Classification System. F2SES3 applies prestige scores that were developed at NORC in the 1989 General Social Survey (GSS). The GSS scale represents more recent occupational rankings by a national sample of adults than the older Duncan method. The GSS Prestige Scale uses the 1980 Census Occupation Classification System.

There are some differences between the 1970 and 1980 Census Occupational Coding Classification Systems. For example, the sales manager title has been moved from the sales category to the management category. However, the proportion of sales managers in the total population as of 1990 is less than 1.5 percent, probably not enough to make a significant difference to prestige outcomes.[2] Another change is that the averages that apply to the NELS:88 occupation categories (such as FARMER, PROFESSIONAL, etc., listed in block letters in the NELS:88 occupation items) were used for F2SES3. The earlier versions of socioeconomic status took the average prestige scores of only the occupations listed after the major categories in the NELS:88 questionnaire.

Table J-1 contrasts the Duncan scores with the new GSS prestige scores for each occupational category used in NLS-72, HS&B, and NELS:88 questionnaires. The three professional categories listed in the questionnaire item--school teacher, accountant, and M.D and lawyer--share the same prestige scores in both the Duncan and the GSS scales and do not make contributions to prestige that are independent from each other. The crosswalk of prestige scores shows that the new method has both a tighter range of resulting prestige scores and more clustering of the occupational categories by prestige scores. The correlations between F2SES2 and F2SES3 are nevertheless quite high (.98) since occupational prestige is only one of the dimensions of the socioeconomic status composite.

F2SES3Q F2SES3Q is the quartile distribution of F2SES3. It was constructed by recoding F2SES3 into quartiles based on the weighted (F2PAQWT) marginal distribution. As with F2SES2, if the second follow-up parent questionnaire was not completed (F2PAQFLG=0 or 2), then F2SES3Q was set to "BLANK."

1 = Quartile 1 Low
2 = Quartile 2
3 = Quartile 3
4 = Quartile 4 High
8 = Missing
BLANK = Not applicable--no second follow-up parent questionnaire

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[2] For a complete description of the occupation codes used by the 1970 Census and 1980 Census, please see Bureau of the Census, *Technical Paper 59: The Relationship between the 1970 and 1980 Industry and Occupation Classification Systems*. Washington, D.C., 1989.

G12CTRL1 Classifies the teen sample member's second follow-up school type into public, Catholic or other private, as reported by the school.

01 = Public school
02 = Catholic school
03 = Private school, other religious affiliation
04 = Private school, no religious affiliation
05 = Private school, type not ascertained
06 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)
98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12URBN3 Trichotomizes the urbanicity of the area in which the teen sample member's second follow-up school is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the Federal Information Processing Standards as used by the U.S. Census.

1 = Urban--central city
2 = Suburban--area surrounding a central city within a county constituting the MSA
3 = Rural--outside MSA
4 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)
8 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12REGON Indicates in which of the four U.S. Census regions the teen sample member's second follow-up school is located, created by collapsing the states into the following categories:

01 = Northeast--New England and Middle Atlantic states
02 = Midwest--East North Central and West North Central states
03 = South--South Atlantic, East South Central and West South Central states
04 = West--Mountain and Pacific states
05 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)
98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

F2HSPROG This composite categorizes the student-reported high school program--either the type of high school program in which the student is enrolled or the last program in which the dropout was enrolled (as reported in the second follow-up). The source is the student questionnaire item 12A (F2S12A) or the dropout questionnaire item 20 (F2D20). The categories were recoded as follows:

F1HSPROG	F2S12A or F2D20	Label
00	NA or 00	Never attended high school
01	01 or 01	General high school program
02	02 or 02	Academic/College prep program
03	03-11 or 03-11	Vocational/Technical program
04	12 or 12	Other specialized high school program
05	13 or 13	Special education program
06	15 or 15	Alternative/Dropout Prevention program
07	14 or 14	Don't know
08	98 or 98	Missing
BLANK	F2QFLG=0	Did not complete a student/dropout questionnaire

Question STU_ID

Tape Pos. 1-7
Format: I7

STU_ID STUDENT ID

Student ID

I. YOUR FAMILY'S BACKGROUND

Question 1

What is your relationship and that of your spouse/partner to the teenager named on the front cover?

Question 1A

Tape Pos. 8-9
Format: I2

F2P1A R'S RELATIONSHIP TO TEEN

You

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER	01	12882	73.2%	79.5%
FATHER	02	2545	14.5%	14.8%
STEPMOTHER	03	175	1.0%	1.1%
STEPFATHER	04	93	0.5%	0.8%
GRANDMOTHER	05	166	0.9%	1.7%
GRANDFATHER	06	17	0.1%	0.1%
OTHER FEMALE RELATIVE	07	82	0.5%	0.6%
OTHER MALE RELATIVE	08	23	0.1%	0.2%
OTHER ADULT FEMALE	09	167	0.9%	1.1%
OTHER ADULT MALE	10	39	0.2%	0.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	53	0.3%	(MISS)
MISSING	98	153	0.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 1B

Tape Pos. 10-11
Format: I2

F2P1B SPOUSE/PARTNER'S RELATIONSHIP TO TEEN

Your Spouse/Partner

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER	01	2072	11.8%	11.7%
FATHER	02	8591	48.8%	49.4%
STEPMOTHER	03	281	1.6%	2.0%
STEPFATHER	04	1493	8.5%	11.3%
GRANDMOTHER	05	23	0.1%	0.1%
GRANDFATHER	06	84	0.5%	0.7%
OTHER FEMALE RELATIVE	07	15	0.1%	0.1%
OTHER MALE RELATIVE	08	50	0.3%	0.5%
OTHER ADULT FEMALE	09	73	0.4%	0.5%
OTHER ADULT MALE	10	191	1.1%	1.5%
DOES NOT APPLY, NO OTHER PARENT/GUARDIAN	11	3163	18.0%	22.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	13	0.1%	(MISS)
MISSING	98	346	2.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 2

Tape Pos. 12-12
Format: I1

F2P2 AMT OF TIME TEEN LIVES W/RESPONDENT

How much of the time does the teenager named on the front cover live with you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	14644	83.2%	87.8%
MOST OF THE TIME	2	418	2.4%	2.7%
HALF OF THE TIME	3	267	1.5%	1.7%
LESS THAN HALF OF THE TIME	4	1013	5.8%	7.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	48	0.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 3

Tape Pos. 13-14
Format: I2

F2P3 WHO TEEN LIVES WITH WHEN NOT WITH R

With whom does the teenager named on the front cover live most of the time when he/she does not live with you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY HIMSELF/HERSELF	01	170	1.0%	11.1%
WITH HIS OR HER OTHER PARENT	02	284	1.6%	16.1%
WITH ANOTHER ADULT RELATIVE	03	256	1.5%	17.2%
HE/SHE LIVES AT BOARDING SCHOOL	04	78	0.4%	3.5%
HE/SHE LIVES AT COLLEGE	05	92	0.5%	5.2%
WITH A NON-RELATED ADULT GUARDIAN	06	25	0.1%	1.8%
WITH A FRIEND	07	299	1.7%	18.1%
WITH HIS OR HER SPOUSE	08	277	1.6%	17.5%
OTHER	09	169	1.0%	9.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	4	0.0%	(MISS)
MISSING	98	97	0.6%	(MISS)
LEGITIMATE SKIP	99	14644	83.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 4

Tape Pos. 15-15
Format: I1

F2P4 TEEN HAS PARENT WHO LIVES OUTSIDE HOME

Does your teenager have another parent (biological or adoptive) who lives outside of your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4953	28.1%	35.4%
NO	2	11324	64.3%	64.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	118	0.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 5

Tape Pos. 16-16
Format: I1

F2P5 OTH PARENT'S PART IN EDUCATION DECISIONS

To what extent does this other parent (biological or adoptive), living outside your home, participate in decisions about your teenager's education (for example, about where the teenager goes to school)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
USUALLY PARTICIPATES	1	675	3.8%	12.5%
OFTEN PARTICIPATES	2	406	2.3%	8.0%
SELDOM PARTICIPATES	3	815	4.6%	15.9%
NEVER PARTICIPATES	4	2966	16.8%	63.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	209	1.2%	(MISS)
LEGITIMATE SKIP	9	11324	64.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 6

Tape Pos. 17-18
Format: I2

F2P6 NUMBER OF PEOPLE DEPENDENT UPON R

Altogether, how many people are financially dependent upon you (or you and your spouse/partner)? Count everyone who receives one-half or more of their financial support from you or your spouse/partner. Include individuals not living with you and your spouse/partner, but do not include yourself or your spouse/partner.

Total number of dependents (not counting you or your spouse/partner):

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	573	3.3%	4.3%
ONE	02	3601	20.4%	22.2%
TWO	03	5739	32.6%	34.1%
THREE	04	3467	19.7%	21.1%
FOUR	05	1691	9.6%	10.5%
FIVE	06	721	4.1%	4.6%
SIX	07	262	1.5%	1.7%
SEVEN	08	113	0.6%	0.7%
EIGHT OR MORE	09	96	0.5%	0.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	131	0.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 7

Tape Pos. 19-19
Format: I1

F2P7 R'S CURRENT MARITAL STATUS

What is your current marital status?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SINGLE, NEVER MARRIED	1	487	2.8%	3.3%
MARRIED	2	12614	71.6%	74.1%
DIVORCED/SEPARATED	3	2495	14.2%	17.5%
WIDOWED	4	568	3.2%	3.8%
NOT MARRIED BUT LIVING IN A MARRIAGE-LIKE RELATIONSHIP	5	193	1.1%	1.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	37	0.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8

Which of the following people live in the same household with the teen named on the front cover of this booklet? Remember to include yourself.

Question 8A

Tape Pos. 20-20
Format: I1

F2P8A LIVES W/ TEEN - TEEN'S FATHER

My teenager's father

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10914	62.0%	62.1%
NO	2	5306	30.1%	37.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	174	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8B

Tape Pos. 21-21
Format: I1

F2P8B LIVES W/ TEEN - TEEN'S STEPFATHER

My teenager's stepfather

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1590	9.0%	11.6%
NO	2	14628	83.1%	88.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	175	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8C

Tape Pos. 22-22
Format: I1

F2P8C LIVES W/ TEEN - OTHER ADULT MALE

Other adult male (such as my teenager's foster father, guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	924	5.2%	6.1%
NO	2	15288	86.8%	93.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	176	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8D

Tape Pos. 23-23
Format: I1

F2P8D LIVES W/ TEEN - TEEN'S MOTHER

My teenager's mother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14470	82.2%	87.2%
NO	2	1754	10.0%	12.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	171	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8E

Tape Pos. 24-24
Format: I1

F2P8E LIVES W/ TEEN - TEEN'S STEPMOTHER

My teenager's stepmother

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	496	2.8%	3.3%
NO	2	15721	89.3%	96.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	176	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8F

Tape Pos. 25-25
Format: I1

F2P8F LIVES W/ TEEN - OTHER ADULT FEMALE

Other adult female (such as my teenager's foster mother, guardian)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	832	4.7%	6.0%
NO	2	15387	87.4%	94.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	176	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8G

Tape Pos. 26-26
Format: I1

F2P8G LIVES W/ TEEN - TEEN'S SPOUSE

My teenager's husband/wife

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	322	1.8%	2.2%
NO	2	15899	90.3%	97.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	172	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 8H

Tape Pos. 27-27
Format: I1

F2P8H LIVES W/ TEEN - TEEN'S BOY/GIRLFRIEND

My teenager's boyfriend/girlfriend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	265	1.5%	2.0%
NO	2	15949	90.6%	98.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	179	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 9

How many of the following people live in the same household with the teenager named on the front cover of this booklet? Please include people listed in question 8, as applicable.

Question 9A

Tape Pos. 28-29
Format: I2

F2P9A # LIVE W/ TEEN - TEEN'S BROTHERS

My teenager's brother(s) (including adopted, step- or half-)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	8257	46.9%	52.6%
ONE	01	5603	31.8%	33.2%
TWO	02	1670	9.5%	10.3%
THREE	03	437	2.5%	2.7%
FOUR	04	120	0.7%	0.8%
FIVE	05	34	0.2%	0.3%
SIX OR MORE	06	15	0.1%	0.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	5	0.0%	(MISS)
MISSING	98	254	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 9B

Tape Pos. 30-31
Format: I2

F2P9B # LIVE W/ TEEN - TEEN'S SISTERS

My teenager's sister(s) (including adopted, step- or half-)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	8912	50.6%	54.9%
ONE	01	5317	30.2%	32.6%
TWO	02	1455	8.3%	9.3%
THREE	03	336	1.9%	2.4%
FOUR	04	84	0.5%	0.7%
FIVE	05	21	0.1%	0.2%
SIX OR MORE	06	7	0.0%	0.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	5	0.0%	(MISS)
MISSING	98	258	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 9C

Tape Pos. 32-33
Format: I2

F2P9C # LIVE W/ TEEN - TEEN'S CHILDREN

My teenager's child or children

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	15456	87.8%	94.5%
ONE	01	550	3.1%	4.5%
TWO	02	102	0.6%	0.8%
THREE	03	20	0.1%	0.1%
FOUR	04	1	0.0%	0.0%
SIX OR MORE	06	1	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	263	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 9D

Tape Pos. 34-35
Format: I2

F2P9D # LIVE W/ TEEN - TEEN'S GRANDPARENTS

My teenager's grandparent(s)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	15233	86.8%	94.3%
ONE	01	607	3.4%	4.1%
TWO	02	232	1.3%	1.6%
THREE	03	2	0.0%	0.0%
FOUR	04	2	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	258	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 9E

Tape Pos. 36-37
Format: I2

F2P9E # LIVE W/TEEN - OTH RELATIVES UNDER 18

Other relative(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	15296	86.9%	93.5%
ONE	01	511	2.9%	4.1%
TWO	02	234	1.3%	1.8%
THREE	03	52	0.3%	0.4%
FOUR	04	18	0.1%	0.1%
FIVE	05	9	0.1%	0.1%
SIX OR MORE	06	7	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	7	0.0%	(MISS)
MISSING	98	261	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 9F

Tape Pos. 38-39
Format: I2

F2P9F # LIVE W/ TEEN - OTH RELATIVES OVER 18

Other relative(s) (over 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	662	3.8%	4.7%
ONE	01	3244	18.4%	22.7%
TWO	02	11796	67.0%	69.8%
THREE	03	373	2.1%	2.4%
FOUR	04	43	0.2%	0.2%
FIVE	05	12	0.1%	0.1%
SIX OR MORE	06	5	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	259	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 9G

Tape Pos. 40-41
Format: I2

F2P9G # LIVE W/ TEEN - NON-RELATIVES UNDER 18

Non-relative(s) (under 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	15866	90.1%	98.3%
ONE	01	184	1.0%	1.2%
TWO	02	61	0.3%	0.4%
THREE	03	12	0.1%	0.1%
FOUR	04	7	0.0%	0.0%
FIVE	05	1	0.0%	0.0%
SIX OR MORE	06	4	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	259	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 9H

Tape Pos. 42-43
Format: I2

F2P9H # LIVE W/ TEEN - NON-RELATIVES OVER 18

Non-relative(s) (over 18)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	14323	81.3%	87.6%
ONE	01	1368	7.8%	9.2%
TWO	02	394	2.2%	2.9%
THREE	03	32	0.2%	0.2%
FOUR	04	8	0.0%	0.1%
FIVE	05	5	0.0%	0.0%
SIX OR MORE	06	4	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	259	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 10

In all, how many people live in the household of the teenager (named on the cover) who are...

Question 10A

Tape Pos. 44-45
Format: I2

F2P10A # LIVE W/ TEEN - TOTAL UNDER 18 YRS

Under the age of 18?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	00	4928	28.0%	30.2%
1	01	5551	31.5%	34.3%
2	02	3212	18.2%	21.0%
3	03	1340	7.6%	8.5%
4	04	525	3.0%	3.6%
5	05	177	1.0%	1.2%
6	06	65	0.4%	0.4%
7	07	31	0.2%	0.3%
8	08	23	0.1%	0.3%
9	09	3	0.0%	0.0%
10	10	4	0.0%	0.0%
11	11	4	0.0%	0.0%
12	12	1	0.0%	0.0%
13	13	1	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	530	3.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 10B

Tape Pos. 46-47
Format: I2

F2P10B # LIVE W/ TEEN - TOTAL 18 YRS AND OVER

18 years of age or older?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0	00	12	0.1%	0.1%
1	01	402	2.3%	2.8%
2	02	3017	17.1%	20.9%
3	03	9462	53.7%	57.3%
4	04	2291	13.0%	13.7%
5	05	614	3.5%	3.8%
6	06	159	0.9%	0.9%
7	07	39	0.2%	0.3%
8	08	13	0.1%	0.1%
9	09	8	0.0%	0.0%
10	10	2	0.0%	0.0%
11	11	1	0.0%	0.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	375	2.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 11

Which best describes you and your spouse/partner's current employment situation right now?

Question 11A

Tape Pos. 48-49
Format: I2

F2P11A R'S CURRENT EMPLOYMENT SITUATION

You

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
WORKING PART-TIME	01	2545	14.5%	15.3%
WORKING FULL-TIME	02	9620	54.6%	59.2%
THIS PERSON HAS A JOB BUT IS NOT AT WORK RIGHT NOW BECAUSE OF TEMPORARY ILLNESS, VACATION, OR STRIKE	03	326	1.9%	2.1%
RETIRED	04	282	1.6%	2.0%
IN SCHOOL FULL-TIME	05	150	0.9%	0.8%
KEEPING HOUSE FULL-TIME	06	2242	12.7%	13.6%
NOT WORKING, BUT LOOKING FOR WORK	07	549	3.1%	3.7%
NOT WORKING AND NOT LOOKING FOR WORK	08	227	1.3%	1.4%
NONE OF ABOVE	09	280	1.6%	2.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	52	0.3%	(MISS)
MISSING	98	112	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 11B

Tape Pos. 50-51
Format: I2

F2P11B SPOUSE/PTNR'S CURRENT EMPLYMNT SITUATION

Your Spouse/Partner

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
WORKING PART-TIME	01	857	4.9%	5.0%
WORKING FULL-TIME	02	10184	57.8%	62.9%
THIS PERSON HAS A JOB BUT IS NOT AT WORK RIGHT NOW BECAUSE OF TEMPORARY ILLNESS, VACATION, OR STRIKE	03	282	1.6%	2.0%
RETIRED	04	431	2.4%	2.9%
IN SCHOOL FULL-TIME	05	45	0.3%	0.2%
KEEPING HOUSE FULL-TIME	06	461	2.6%	2.8%
NOT WORKING, BUT LOOKING FOR WORK	07	320	1.8%	2.3%
NOT WORKING AND NOT LOOKING FOR WORK	08	124	0.7%	0.7%
NONE OF ABOVE	09	233	1.3%	1.5%
DOES NOT APPLY	10	2729	15.5%	19.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	53	0.3%	(MISS)
MISSING	98	676	3.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 12

Tape Pos. 52-52
Format: I1

F2P12 HAVE YOU EVER HELD A REGULAR JOB

Have you ever held a regular job (including self-employment)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15371	87.3%	94.1%
NO	2	975	5.5%	5.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	49	0.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 13

Tape Pos. 53-54
Format: I2

F2P13 DESCRIPTION OF CURRENT JOB

Which of the categories below comes closest to describing your present or most recent job or occupation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	01	2669	15.2%	18.8%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE CABLE INSTALLER, CARPENTER	02	415	2.4%	3.0%
FARMER, FARM MANAGER	03	124	0.7%	0.8%
FULL-TIME HOMEMAKER	04	935	5.3%	5.4%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	05	695	3.9%	4.7%
MANAGER SUCH AS SALES MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT ADMINISTRATOR	06	1462	8.3%	9.6%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	07	70	0.4%	0.5%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	08	843	4.8%	5.4%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN, BUT NOT INCLUDING SCHOOL TEACHER	09	1716	9.7%	10.3%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER	10	506	2.9%	2.3%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	11	756	4.3%	5.2%
PROTECTIVE SERVICES SUCH AS POLICE OFFICER, FIREFIGHTER, DETECTIVE, SHERIFF, SECURITY GUARD	12	123	0.7%	1.1%
SALES SUCH AS SALES REPRESENTATIVE, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	13	585	3.3%	3.9%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	14	1049	6.0%	6.4%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	15	1549	8.8%	11.5%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	16	419	2.4%	2.8%
OTHER	17	1348	7.7%	8.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	101	0.6%	(MISS)
MISSING	98	55	0.3%	(MISS)
LEGITIMATE SKIP	99	975	5.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 14

Tape Pos. 55-56
Format: I2

F2P14 WHO DO YOU WORK FOR

In your present or most recent job are/were you:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
AN EMPLOYEE OF A COMPANY OR BUSINESS	01	8190	46.5%	57.2%
AN EMPLOYEE OF A NON-PROFIT ORGANIZATION OR INSTITUTION	02	1849	10.5%	11.7%
A GOVERNMENT EMPLOYEE (FEDERAL, STATE OR LOCAL)	03	2413	13.7%	16.6%
SELF-EMPLOYED	04	1748	9.9%	11.7%
WORKING FOR PAY IN YOUR FAMILY'S BUSINESS OR FARM	05	180	1.0%	1.2%
WORKING WITHOUT PAY IN YOUR FAMILY'S BUSINESS OR FARM	06	142	0.8%	0.8%
WORKING WITHOUT PAY IN A VOLUNTEER JOB	07	176	1.0%	0.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	40	0.2%	(MISS)
MISSING	98	682	3.9%	(MISS)
LEGITIMATE SKIP	99	975	5.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 15

Tape Pos. 57-57
Format: I1

F2P15 SPOUSE/PARTNER EVER HELD A REGULAR JOB

Has your spouse/partner ever held a regular job (including self-employment)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12724	72.3%	76.6%
NO	2	480	2.7%	2.8%
DOES NOT APPLY, NO SPOUSE/PARTNER	3	2931	16.6%	20.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	257	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 16

Tape Pos. 58-59
Format: I2

F2P16 DESCRPTN OF SPOUSE/PARTNER'S CURRENT JOB

Which of the categories below comes closest to describing your spouse/partner's present or most recent job or occupation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT	01	644	3.7%	5.9%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE CABLE INSTALLER, CARPENTER	02	1087	6.2%	9.4%
FARMER, FARM MANAGER	03	310	1.8%	2.5%
FULL-TIME HOMEMAKER	04	118	0.7%	0.8%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER	05	1234	7.0%	10.5%
MANAGER SUCH AS SALES MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT ADMINISTRATOR	06	1418	8.1%	12.1%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES	07	118	0.7%	1.2%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER	08	1377	7.8%	11.5%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN, BUT NOT INCLUDING SCHOOL TEACHER	09	1195	6.8%	8.4%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER	10	786	4.5%	4.0%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR	11	1089	6.2%	7.9%
PROTECTIVE SERVICES SUCH AS POLICE OFFICER, FIREFIGHTER, DETECTIVE, SHERIFF, SECURITY GUARD	12	284	1.6%	2.2%
SALES SUCH AS SALES REPRESENTATIVE, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER	13	577	3.3%	4.3%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE	14	425	2.4%	3.0%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR	15	583	3.3%	5.1%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON	16	450	2.6%	3.5%
OTHER	17	1002	5.7%	7.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	51	0.3%	(MISS)
MISSING	98	235	1.3%	(MISS)
LEGITIMATE SKIP	99	3411	19.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 17

Tape Pos. 60-61
Format: I2

F2P17 WHO DOES SPOUSE/PARTNER WORK FOR

In his or her present or most recent job is/was your spouse/partner:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
AN EMPLOYEE OF A COMPANY OR BUSINESS	01	7557	42.9%	63.6%
AN EMPLOYEE OF A NON-PROFIT ORGANIZATION OR INSTITUTION	02	689	3.9%	4.8%
A GOVERNMENT EMPLOYEE (FEDERAL, STATE OR LOCAL)	03	1735	9.9%	14.5%
SELF-EMPLOYED	04	2265	12.9%	15.6%
WORKING FOR PAY IN HIS/HER FAMILY'S BUSINESS OR FARM	05	156	0.9%	1.1%
WORKING WITHOUT PAY IN HIS/HER FAMILY'S BUSINESS OR FARM	06	31	0.2%	0.2%
WORKING WITHOUT PAY IN A VOLUNTEER JOB	07	23	0.1%	0.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	30	0.2%	(MISS)
MISSING	98	498	2.8%	(MISS)
LEGITIMATE SKIP	99	3411	19.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18

For each year since 1988, did any of the following changes occur in your life?

Question 18A1

Tape Pos. 62-62
Format: I1

F2P18A1 R DIVORCED IN 1988

I divorced in 1988

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	240	1.4%	1.7%
DOES NOT APPLY	2	15924	90.4%	98.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	231	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18A2

Tape Pos. 63-63
Format: I1

F2P18A2 R SEPARATED IN 1988

I separated in 1988

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	303	1.7%	2.1%
DOES NOT APPLY	2	15861	90.1%	97.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	231	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18A3

Tape Pos. 64-64
Format: I1

F2P18A3 R WIDOWED IN 1988

I was widowed in 1988

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	73	0.4%	0.5%
DOES NOT APPLY	2	16091	91.4%	99.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	231	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18A4

Tape Pos. 65-65
Format: I1

F2P18A4 R MARRIED OR REMARRIED IN 1988

I married or remarried in 1988

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	201	1.1%	1.5%
DOES NOT APPLY	2	15963	90.6%	98.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	231	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18A5

Tape Pos. 66-66
Format: I1

F2P18A5 R BEGAN LIVING WITH SOMEONE IN 1988

I began living with someone in a marriage-like relationship in 1988

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	150	0.9%	1.1%
DOES NOT APPLY	2	16014	90.9%	98.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	231	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18A6

Tape Pos. 67-67
Format: I1

F2P18A6 NONE OF THESE EVENTS OCCURRED IN 1988

None of these events occurred during 1988

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	15292	86.8%	93.7%
DOES NOT APPLY	2	872	5.0%	6.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	231	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18B1

Tape Pos. 68-68
Format: I1

F2P18B1 R DIVORCED IN 1989

I divorced in 1989

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	211	1.2%	1.6%
DOES NOT APPLY	2	15887	90.2%	98.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	297	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18B2

Tape Pos. 69-69
Format: I1

F2P18B2 R SEPARATED IN 1989

I separated in 1989

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	214	1.2%	1.7%
DOES NOT APPLY	2	15884	90.2%	98.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	297	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18B3

Tape Pos. 70-70
Format: I1

F2P18B3 R WIDOWED IN 1989

I was widowed in 1989

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	41	0.2%	0.2%
DOES NOT APPLY	2	16057	91.2%	99.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	297	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18B4

Tape Pos. 71-71
Format: I1

F2P18B4 R MARRIED OR REMARRIED IN 1989

I married or remarried in 1989

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	128	0.7%	1.1%
DOES NOT APPLY	2	15970	90.7%	98.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	297	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18B5

Tape Pos. 72-72
Format: I1

F2P18B5 R BEGAN LIVING WITH SOMEONE IN 1989

I began living with someone in a marriage like relationship in 1989

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	97	0.6%	0.8%
DOES NOT APPLY	2	16001	90.9%	99.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	297	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18B6

Tape Pos. 73-73
Format: I1

F2P18B6 NONE OF THESE EVENTS OCCURRED IN 1989

None of these events occurred during 1989

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	15353	87.2%	94.3%
DOES NOT APPLY	2	745	4.2%	5.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	297	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18C1

Tape Pos. 74-74
Format: I1

F2P18C1 R DIVORCED IN 1990

I divorced in 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	198	1.1%	1.7%
DOES NOT APPLY	2	15921	90.4%	98.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	276	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18C2

Tape Pos. 75-75
Format: I1

F2P18C2 R SEPARATED IN 1990

I separated in 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	221	1.3%	1.4%
DOES NOT APPLY	2	15898	90.3%	98.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	276	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 18C3

Tape Pos. 76-76
Format: I1

F2P18C3 R WIDOWED IN 1990

I was widowed in 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	56	0.3%	0.4%
DOES NOT APPLY	2	16063	91.2%	99.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	276	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18C4

Tape Pos. 77-77
Format: I1

F2P18C4 R MARRIED OR REMARRIED IN 1990

I married or remarried in 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	159	0.9%	1.1%
DOES NOT APPLY	2	15960	90.6%	98.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	276	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18C5

Tape Pos. 78-78
Format: I1

F2P18C5 R BEGAN LIVING WITH SOMEONE IN 1990

I began living with someone in a marriage-like relationship in 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	98	0.6%	1.0%
DOES NOT APPLY	2	16021	91.0%	99.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	276	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18C6

Tape Pos. 79-79
Format: I1

F2P18C6 NONE OF THESE EVENTS OCCURRED IN 1990

None of these events occurred during 1990

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	15348	87.2%	94.3%
DOES NOT APPLY	2	771	4.4%	5.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	276	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18D1

Tape Pos. 80-80
Format: I1

F2P18D1 R DIVORCED IN 1991

I divorced in 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	212	1.2%	1.7%
DOES NOT APPLY	2	15931	90.5%	98.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	252	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18D2

Tape Pos. 81-81
Format: I1

F2P18D2 R SEPARATED IN 1991

I separated in 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	189	1.1%	1.2%
DOES NOT APPLY	2	15954	90.6%	98.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	252	.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18D3

Tape Pos. 82-82
Format: I1

F2P18D3 R WIDOWED IN 1991

I was widowed in 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	62	0.4%	0.3%
DOES NOT APPLY	2	16051	91.3%	99.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	252	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18D4

Tape Pos. 83-83
Format: I1

F2P18D4 R MARRIED OR REMARRIED IN 1991

I married or remarried in 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	156	0.9%	1.3%
DOES NOT APPLY	2	15987	90.8%	98.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	252	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18D5

Tape Pos. 84-84
Format: I1

F2P18D5 R BEGAN LIVING WITH SOMEONE IN 1991

I began living with someone in a marriage-like relationship in 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	108	0.6%	1.0%
DOES NOT APPLY	2	16035	91.1%	99.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	252	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 18D6

Tape Pos. 85-85
Format: I1

F2P18D6 NONE OF THESE EVENTS OCCURRED IN 1991

None of these events occurred during 1991

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	15368	87.3%	94.3%
DOES NOT APPLY	2	775	4.4%	5.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	252	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 19

Tape Pos. 86-86
Format: I1

F2P19 R'S RACE/ETHNICITY

Which best describes you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN OR PACIFIC ISLANDER......	1	862	4.9%	3.2%
HISPANIC, REGARDLESS OF RACE..	2	1710	9.7%	10.2%
BLACK, NOT OF HISPANIC ORIGIN.	3	1736	9.9%	13.7%
WHITE, NOT OF HISPANIC ORIGIN.	4	11834	67.2%	71.9%
AMERICAN INDIAN OR ALASKAN NATIVE..........................	5	151	0.9%	1.0%
RESERVED CODES:				
NO PARENT QUEX...............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING..........................	8	100	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

Question 20

Tape Pos. 87-88
Format: I2

F2P20 ASIAN ETHNIC BACKGROUND

Which of these best describes your background? (Asian or Pacific Islander)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
CHINESE..........................	01	231	1.3%	22.0%
FILIPINO.........................	02	153	0.9%	20.3%
JAPANESE.........................	03	61	0.3%	6.9%
KOREAN...........................	04	80	0.5%	9.2%
SOUTHEAST ASIAN..................	05	166	0.9%	19.5%
PACIFIC ISLANDER.................	06	28	0.2%	4.2%
SOUTH ASIAN......................	07	90	0.5%	9.3%
OTHER ASIAN......................	08	39	0.2%	8.5%
RESERVED CODES:				
NO PARENT QUEX...............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	96	2	0.0%	(MISS)
MISSING..........................	98	114	0.6%	(MISS)
LEGITIMATE SKIP..............	99	15431	87.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 21

Tape Pos. 89-90
Format: I2

F2P21 HISPANIC ETHNIC BACKGROUND

Which of these best describes your background? (Hispanic)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MEXICAN..........................	01	1166	6.6%	68.8%
CUBAN............................	02	62	0.4%	3.1%
PUERTO RICAN.....................	03	151	0.9%	10.9%
DOMINICAN........................	04	22	0.1%	1.7%
ECUADORIAN.......................	05	11	0.1%	1.4%
SALVADORIAN......................	06	33	0.2%	2.3%
COLOMBIAN........................	07	25	0.1%	1.0%
OTHER HISPANIC...................	08	181	1.0%	10.8%
RESERVED CODES:				
NO PARENT QUEX...............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	96	2	0.0%	(MISS)
MISSING..........................	98	159	0.9%	(MISS)
LEGITIMATE SKIP..............	99	14583	82.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

Question 22

Tape Pos. 91-91
Format: I1

F2P22 IS ENGLISH YOUR NATIVE LANGUAGE

Is English your native language (the first language you learned to speak when you were a child)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES..............................	1	13870	78.8%	86.9%
NO...............................	2	2438	13.8%	13.1%
RESERVED CODES:				
NO PARENT QUEX...............		1215	6.9%	(MISS)
MISSING..........................	8	87	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 23

Tape Pos. 92-93
Format: I2

F2P23 WHAT IS YOUR NATIVE LANGUAGE

What is your native language (the first language you learned to speak when you were a child)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SPANISH..........................	02	1282	7.3%	60.4%
A CHINESE LANGUAGE...............	03	216	1.2%	4.8%
JAPANESE.........................	04	27	0.2%	0.9%
KOREAN...........................	05	74	0.4%	2.0%
A FILIPINO LANGUAGE..............	06	123	0.7%	3.6%
ITALIAN..........................	07	38	0.2%	1.2%
FRENCH...........................	08	62	0.4%	4.1%
GERMAN...........................	09	61	0.3%	2.9%
GREEK............................	10	11	0.1%	0.6%
POLISH...........................	11	33	0.2%	1.7%
PORTUGUESE.......................	12	15	0.1%	0.5%
VIETNAMESE.......................	13	92	0.5%	2.4%
CAMBODIAN........................	14	16	0.1%	0.3%
OTHER............................	15	381	2.2%	14.8%
RESERVED CODES:				
NO PARENT QUEX...............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	96	2	0.0%	(MISS)
MISSING..........................	98	82	0.5%	(MISS)
LEGITIMATE SKIP..............	99	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 24

How often is the language you referred to in question 23 used with...

Question 24A

Tape Pos. 94-94
Format: I1

F2P24A HOW OFTN SPEAK NATIV LANG W/ SPOUSE/PTNR

Your spouse/partner?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME....	0	1283	7.3%	54.7%
ABOUT HALF OF THE TIME.........	1	262	1.5%	10.5%
SOMETIMES........................	2	241	1.4%	8.5%
NEVER............................	3	189	1.1%	8.8%
DOES NOT APPLY...................	4	353	2.0%	17.5%
RESERVED CODES:				
NO PARENT QUEX...............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	6	3	0.0%	(MISS)
MISSING..........................	8	184	1.0%	(MISS)
LEGITIMATE SKIP..............	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 24B

Tape Pos. 95-95
Format: I1

F2P24B HOW OFTN SPEAK NATIVE LANG W/ CHILDREN

Your child/children?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	0	981	5.6%	46.1%
ABOUT HALF OF THE TIME	1	476	2.7%	17.6%
SOMETIMES	2	607	3.4%	21.2%
NEVER	3	303	1.7%	12.3%
DOES NOT APPLY	4	56	0.3%	2.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	101	0.6%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 24C

Tape Pos. 96-96
Format: I1

F2P24C HOW OFTN SPEAK NATIV LANG W/ OTH RELATIV

Other relatives?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	0	1574	8.9%	66.3%
ABOUT HALF OF THE TIME	1	342	1.9%	13.0%
SOMETIMES	2	327	1.9%	13.2%
NEVER	3	93	0.5%	4.0%
DOES NOT APPLY	4	74	0.4%	3.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	113	0.6%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 24D

Tape Pos. 97-97
Format: I1

F2P24D HOW OFTN SPEAK NATIVE LANG W/ FRIENDS

Your friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALWAYS OR MOST OF THE TIME	0	1110	6.3%	51.2%
ABOUT HALF OF THE TIME	1	460	2.6%	15.7%
SOMETIMES	2	516	2.9%	18.8%
NEVER	3	258	1.5%	11.4%
DOES NOT APPLY	4	61	0.3%	2.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	117	0.7%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 25

How well do you do the following?

Question 25A

Tape Pos. 98-98
Format: I1

F2P25A HOW WELL R UNDERSTANDS SPOKEN ENGLISH

Understand spoken English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	1116	6.3%	41.3%
WELL	2	611	3.5%	24.5%
NOT WELL	3	498	2.8%	21.3%
NOT AT ALL	4	229	1.3%	12.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	71	0.4%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 25B

Tape Pos. 99-99
Format: I1

F2P25B HOW WELL R SPEAKS ENGLISH

Speak English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	952	5.4%	35.9%
WELL	2	648	3.7%	24.8%
NOT WELL	3	530	3.0%	22.8%
NOT AT ALL	4	316	1.8%	16.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	79	0.4%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 25C

Tape Pos. 100-100
Format: I1

F2P25C HOW WELL R READS ENGLISH

Read English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	1023	5.8%	37.4%
WELL	2	585	3.3%	23.6%
NOT WELL	3	442	2.5%	19.1%
NOT AT ALL	4	395	2.2%	19.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	80	0.5%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 25D

Tape Pos. 101-101
Format: I1

F2P25D HOW WELL R WRITES ENGLISH

Write English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY WELL	1	913	5.2%	34.5%
WELL	2	567	3.2%	21.5%
NOT WELL	3	501	2.8%	20.8%
NOT AT ALL	4	462	2.6%	23.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	81	0.5%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26

Do you ever have problems with any of the following?

Question 26A

Tape Pos. 102-102
Format: I1

F2P26A R HAS PROBLEMS READING ENGL BOOKS/MAGS

Reading books, newspapers, or magazines that are printed in English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	759	4.3%	32.9%
NO	2	1550	8.8%	60.9%
DON'T KNOW	3	131	0.7%	6.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS'
MISSING	8	85	0.5%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26B

Tape Pos. 103-103
Format: I1

F2P26B R HAS PROBLEMS FILLING OUT FORMS IN ENGL

Filling out forms (tax, insurance, financial aid) that are printed in English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	849	4.8%	38.2%
NO	2	1452	8.2%	55.7%
DON'T KNOW	3	128	0.7%	6.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	96	0.5%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26C

Tape Pos. 104-104
Format: I1

F2P26C R HAS PRBLMS UNDERSTNDNG TEEN'S TEACHERS

Understanding your teenager's teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	670	3.8%	32.2%
NO	2	1673	9.5%	65.2%
DON'T KNOW	3	84	0.5%	2.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	98	0.6%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26D

Tape Pos. 105-105
Format: I1

F2P26D R HAS PRBLMS MKING SELF UNDRSTD BY TCHRS

Making yourself understood to your teenager's teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	725	4.1%	35.3%
NO	2	1597	9.1%	61.4%
DON'T KNOW	3	106	0.6%	3.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	96	0.5%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26E

Tape Pos. 106-106
Format: I1

F2P26E R HAS PRBLMS HELP TEEN W/HMEWRK IN ENGL

Helping your teenager with homework in English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	968	5.5%	43.5%
NO	2	1292	7.3%	51.2%
DON'T KNOW	3	164	0.9%	5.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	101	0.6%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 27

Tape Pos. 107-107
Format: I1

F2P27 LANG OTHR THN ENGLISH SPOKEN IN R'S HOME

Is any language other than English regularly spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2754	15.6%	15.3%
NO	2	13554	77.0%	84.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	87	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 28

Tape Pos. 108-108
Format: I1

F2P28 IS ENGLISH ALSO SPOKEN IN R'S HOME

Is English also spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2476	14.1%	90.9%
NO	2	182	1.0%	9.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	183	1.0%	(MISS)
LEGITIMATE SKIP	9	13554	77.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

II. YOUR TEENAGER'S SCHOOL LIFE

Question 29

Tape Pos. 109-110
Format: I2

F2P29 LAST/PRESENT GRADE TEEN ATTENDED

What is the last grade your teenager attended? If your teenager is currently enrolled in school, please indicate the grade in which he/she is enrolled.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
8TH GRADE	00	66	0.4%	0.5%
9TH GRADE	01	295	1.7%	2.5%
10TH GRADE	02	561	3.2%	5.3%
11TH GRADE	03	926	5.3%	7.6%
12TH GRADE	04	14194	80.6%	82.3%
COLLEGE OR TRADE/VOCATIONAL SCHOOL	05	164	0.9%	1.2%
NO GRADE SYSTEM USED	06	97	0.6%	0.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	8	0.0%	(MISS)
MISSING	98	84	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 30

Tape Pos. 111-111
Format: I1

F2P30 IS R'S TEEN CURRENTLY ENROLLED IN SCHOOL

Is your teenager currently enrolled in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14535	82.5%	85.4%
NO	2	1787	10.1%	14.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	72	0.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 31

Tape Pos. 112-112
Format: I1

F2P31 # OF YEARS TEEN AT PRESENT SCHOOL

How many years has your teenager been at his/her present school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ONE YEAR OR LESS	1	1506	8.6%	12.6%
TWO YEARS	2	633	3.6%	6.2%
THREE YEARS	3	1615	9.2%	15.3%
FOUR YEARS	4	6703	38.1%	52.3%
FIVE YEARS OR MORE	5	2538	14.4%	13.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1613	9.2%	(MISS)
LEGITIMATE SKIP	9	1787	10.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 32MO

Tape Pos. 113-114
Format: I2

F2P32MO LAST MONTH R'S TEEN ENROLLED IN SCHOOL

When was the last month your teenager was enrolled in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	138	0.8%	8.9%
FEBRUARY	02	119	0.7%	7.5%
MARCH	03	130	0.7%	10.5%
APRIL	04	160	0.9%	8.9%
MAY	05	219	1.2%	14.2%
JUNE	06	243	1.4%	15.1%
JULY	07	18	0.1%	0.8%
AUGUST	08	46	0.3%	2.3%
SEPTEMBER	09	151	0.9%	9.7%
OCTOBER	10	133	0.8%	8.0%
NOVEMBER	11	112	0.6%	7.8%
DECEMBER	12	117	0.7%	6.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	274	1.6%	(MISS)
LEGITIMATE SKIP	99	14535	82.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 32YR

Tape Pos. 115-116
Format: I2

F2P32YR LAST YEAR R'S TEEN ENROLLED IN SCHOOL

When was the last year your teenager was enrolled in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	88	91	0.5%	4.8%
1989	89	230	1.3%	14.5%
1990	90	398	2.3%	26.8%
1991	91	589	3.3%	35.8%
1992	92	268	1.5%	18.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	284	1.6%	(MISS)
LEGITIMATE SKIP	99	14535	82.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 33

Tape Pos. 117-117
Format: I1

F2P33 # OF TIMES TEEN CHANGED SCHOOLS

In the past 4 school years, how many times has your teenager changed schools? Do not count changes that occurred as a result of promotion to another grade level or a move from a middle school building to a high school building in the same district.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	13901	78.9%	78.3%
ONCE	1	1643	9.3%	14.0%
TWICE	2	492	2.8%	4.1%
THREE TIMES	3	214	1.2%	2.6%
FOUR TIMES	4	42	0.2%	0.5%
FIVE TIMES OR MORE	5	28	0.2%	0.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	74	0.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34

What was the reason for the most recent change of schools?

Question 34A

Tape Pos. 118-118
Format: I1

F2P34A TEEN CHNGD SCHLS- DISCIPLINARY PROBLMS

School asked my teenager to leave because of disciplinary problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	139	0.8%	6.2%
NO	2	2162	12.3%	93.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	193	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34B

Tape Pos. 119-119
Format: I1

F2P34B TEEN CHNGD SCHLS- ACADEMIC PROBLEMS

School asked my teenager to leave because of academic problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	102	0.6%	4.7%
NO	2	2198	12.5%	95.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	194	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34C

Tape Pos. 120-120
Format: I1

F2P34C TEEN CHNGD SCHLS- REQUESTED TRANSFER

My teenager asked to be transferred to another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	811	4.6%	34.9%
NO	2	1490	8.5%	65.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	193	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34D

Tape Pos. 121-121
Format: I1

F2P34D TEEN CHNGD SCHLS- SPECIAL PROGRAMS

Family/teenager moved to take advantage of a specialized program in another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	225	1.3%	10.4%
NO	2	2075	11.8%	89.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	194	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26B

Tape Pos. 103-103
Format: I1

F2P26B R HAS PROBLEMS FILLING OUT FORMS IN ENGL

Filling out forms (tax, insurance, financial aid) that are printed in English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	849	4.8%	38.2%
NO	2	1452	8.2%	55.7%
DON'T KNOW	3	128	0.7%	6.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	96	0.5%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26C

Tape Pos. 104-104
Format: I1

F2P26C R HAS PRBLMS UNDERSTNDNG TEEN'S TEACHERS

Understanding your teenager's teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	670	3.8%	32.2%
NO	2	1673	9.5%	65.2%
DON'T KNOW	3	84	0.5%	2.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	98	0.6%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26D

Tape Pos. 105-105
Format: I1

F2P26D R HAS PRBLMS MKING SELF UNDRSTD BY TCHRS

Making yourself understood to your teenager's teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	725	4.1%	35.3%
NO	2	1597	9.1%	61.4%
DON'T KNOW	3	106	0.6%	3.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	96	0.5%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 26E

Tape Pos. 106-106
Format: I1

F2P26E R HAS PRBLMS HELP TEEN W/HMEWRK IN ENGL

Helping your teenager with homework in English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	968	5.5%	43.5%
NO	2	1292	7.3%	51.2%
DON'T KNOW	3	164	0.9%	5.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	101	0.6%	(MISS)
LEGITIMATE SKIP	9	13870	78.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 27

Tape Pos. 107-107
Format: I1

F2P27 LANG OTHR THN ENGLISH SPOKEN IN R'S HOME

Is any language other than English regularly spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2754	15.6%	15.3%
NO	2	13554	77.0%	84.7%
RESERVED CODES:				
NO PARENT QUC		1215	6.9%	(MISS)
MISSING	8	87	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 28

Tape Pos. 108-108
Format: I1

F2P28 IS ENGLISH ALSO SPOKEN IN R'S HOME

Is English also spoken in your home?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2476	14.1%	90.9%
NO	2	182	1.0%	9.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	183	1.0%	(MISS)
LEGITIMATE SKIP	9	13554	77.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

II. YOUR TEENAGER'S SCHOOL LIFE

Question 29

Tape Pos. 109-110
Format: I2

F2P29 LAST/PRESENT GRADE TEEN ATTENDED

What is the last grade your teenager attended? If your teenager is currently enrolled in school, please indicate the grade in which he/she is enrolled.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
8TH GRADE	00	66	0.4%	0.5%
9TH GRADE	01	295	1.7%	2.5%
10TH GRADE	02	561	3.2%	5.3%
11TH GRADE	03	926	5.3%	7.6%
12TH GRADE	04	14194	80.6%	82.3%
COLLEGE OR TRADE/VOCATIONAL SCHOOL	05	164	0.9%	1.2%
NO GRADE SYSTEM USED	06	97	0.6%	0.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	8	0.0%	(MISS)
MISSING	98	84	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 30

Tape Pos. 111-111
Format: I1

F2P30 IS R'S TEEN CURRENTLY ENROLLED IN SCHOOL

Is your teenager currently enrolled in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14535	82.5%	85.4%
NO	2	1787	10.1%	14.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	72	0.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 31

Tape Pos. 112-112
Format: I1

F2P31 # OF YEARS TEEN AT PRESENT SCHOOL

How many years has your teenager been at his/her present school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ONE YEAR OR LESS	1	1506	8.6%	12.6%
TWO YEARS	2	633	3.6%	6.2%
THREE YEARS	3	1615	9.2%	15.3%
FOUR YEARS	4	6703	38.1%	52.3%
FIVE YEARS OR MORE	5	2538	14.4%	13.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1613	9.2%	(MISS)
LEGITIMATE SKIP	9	1787	10.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 32MO

Tape Pos. 113-114
Format: I2

F2P32MO LAST MONTH R'S TEEN ENROLLED IN SCHOOL

When was the last month your teenager was enrolled in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	138	0.8%	8.9%
FEBRUARY	02	119	0.7%	7.5%
MARCH	03	130	0.7%	10.5%
APRIL	04	160	0.9%	8.9%
MAY	05	219	1.2%	14.2%
JUNE	06	243	1.4%	15.1%
JULY	07	18	0.1%	0.8%
AUGUST	08	46	0.3%	2.3%
SEPTEMBER	09	151	0.9%	9.7%
OCTOBER	10	133	0.8%	8.0%
NOVEMBER	11	112	0.6%	7.8%
DECEMBER	12	117	0.7%	6.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	274	1.6%	(MISS)
LEGITIMATE SKIP	99	14535	82.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 32YR

Tape Pos. 115-116
Format: I2

F2P32YR LAST YEAR R'S TEEN ENROLLED IN SCHOOL

When was the last year your teenager was enrolled in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1988	88	91	0.5%	4.8%
1989	89	230	1.3%	14.5%
1990	90	398	2.3%	26.8%
1991	91	589	3.3%	35.8%
1992	92	268	1.5%	18.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	284	1.6%	(MISS)
LEGITIMATE SKIP	99	14535	82.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 33

Tape Pos. 117-117
Format: I1

F2P33 # OF TIMES TEEN CHANGED SCHOOLS

In the past 4 school years, how many times has your teenager changed schools? Do not count changes that occurred as a result of promotion to another grade level or a move from a middle school building to a high school building in the same district.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	0	13901	78.9%	78.3%
ONCE	1	1643	9.3%	14.0%
TWICE	2	492	2.8%	4.1%
THREE TIMES	3	214	1.2%	2.6%
FOUR TIMES	4	42	0.2%	0.5%
FIVE TIMES OR MORE	5	28	0.2%	0.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	74	0.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34

What was the reason for the most recent change of schools?

Question 34A

Tape Pos. 118-118
Format: I1

F2P34A TEEN CHNGD SCHLS- DISCIPLINARY PROBLMS

School asked my teenager to leave because of disciplinary problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	139	0.8%	6.2%
NO	2	2162	12.3%	93.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	193	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34B

Tape Pos. 119-119
Format: I1

F2P34B TEEN CHNGD SCHLS- ACADEMIC PROBLEMS

School asked my teenager to leave because of academic problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	102	0.6%	4.7%
NO	2	2198	12.5%	95.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	194	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34C

Tape Pos. 120-120
Format: I1

F2P34C TEEN CHNGD SCHLS- REQUESTED TRANSFER

My teenager asked to be transferred to another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	811	4.6%	34.9%
NO	2	1490	8.5%	65.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	193	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34D

Tape Pos. 121-121
Format: I1

F2P34D TEEN CHNGD SCHLS- SPECIAL PROGRAMS

Family/teenager moved to take advantage of a specialized program in another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	225	1.3%	10.4%
NO	2	2075	11.8%	89.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	194	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34E

Tape Pos. 122-122
Format: I1

F2P34E TEEN CHNGD SCHLS- TEEN/FAMILY MOVED

Family/teenager moved to a different location for other reasons

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1088	6.2%	51.3%
NO	2	1211	6.9%	48.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	195	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34F

Tape Pos. 123-123
Format: I1

F2P34F TEEN CHNGD SCHLS- SCHL CLSD/MERGD W/OTH

School was closed or merged with another

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	75	0.4%	2.2%
NO	2	2224	12.6%	97.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	195	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34G

Tape Pos. 124-124
Format: I1

F2P34G TEEN CHNGD SCHLS- SWTCH FRM PUB TO PRIV

Wanted to switch from a public to a private school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	128	0.7%	6.0%
NO	2	2172	12.3%	94.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	194	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34H

Tape Pos. 125-125
Format: I1

F2P34H TEEN CHNGD SCHLS- SWTCH FRM PRIV TO PUB

Wanted to switch from a private to a public school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	154	0.9%	5.6%
NO	2	2145	12.2%	94.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	195	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34I

Tape Pos. 126-126
Format: I1

F2P34I TEEN CHNGD SCHLS- SWTCH TO MAGNET SCHOOL

Wanted to switch from a public or private school to a magnet school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	44	0.2%	1.7%
NO	2	2255	12.8%	98.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	195	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34J

Tape Pos. 127-127
Format: I1

F2P34J TEEN CHNGD SCHLS- SPECL CRSES AT NEW SCH

Wanted to take advantage of special courses offered at the new school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	338	1.9%	14.7%
NO	2	1961	11.1%	85.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	195	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 34K

Tape Pos. 128-128
Format: I1

F2P34K TEEN CHNGD SCHLS- CAME TO US FRM ABROAD

My teenager changed schools because he or she came to the U.S. from another country

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	88	0.5%	2.6%
NO	2	2210	12.5%	97.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	196	1.1%	(MISS)
LEGITIMATE SKIP	9	13901	78.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 35

Has your teenager ever. . .

Question 35A

Tape Pos. 129-129
Format: I1

F2P35A TEEN EVER HAD BEHAVIOR PROBLEM AT SCHL

Been considered to have a behavior problem at school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1602	9.1%	12.1%
NO	2	14587	82.8%	87.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	205	1.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 35B

Tape Pos. 130-130
Format: I1

F2P35B TEEN EVER BEEN SUSPENDED FROM SCHOOL

Been suspended from school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2385	13.5%	18.3%
NO	2	13705	77.8%	81.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	304	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 35C

Tape Pos. 131-131
Format: I1

F2P35C TEEN EVER BEEN EXPELLED FROM SCHOOL

Been expelled from school?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	463	2.6%	4.1%
NO	2	15471	87.9%	95.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	461	2.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 36

Tape Pos. 132-132
Format: I1

F2P36 LAST 2 SCHL YRS, TEEN MISS 10+ SCHL DAYS

In the last 2 school years, did your teenager ever stop attending school for a period of 10 or more consecutive school days for a reason other than illness or vacation?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	1325	7.5%	10.8%
NO	2	14413	81.8%	84.7%
MY TEEN HAS NOT ATTENDED SCHOOL IN THE LAST TWO SCHOOL YEARS	3	514	2.9%	4.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	142	0.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 37

Tape Pos. 133-133
Format: I1

F2P37 LAST 2 SCHL YRS, TEEN MISS 21+ SCHL DAYS

In the last 2 school years, did your teenager ever stop attending school for a period of 21 or more consecutive school days for a reason other than illness or vacation?

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	925	5.3%	76.7%
NO	2	315	1.8%	23.1%
MY TEEN HAS NOT ATTENDED SCHOOL IN THE LAST TWO SCHOOL YEARS	3	3	0.0%	0.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	222	1.3%	(MISS)
LEGITIMATE SKIP	9	14927	84.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38

Think back to the longest time over the last two years that your teenager was out of school for a reason other than illness or vacation. Which of the following reasons describes why your teenager stopped attending school?

Question 38A

Tape Pos. 134-134
Format: I1

F2P38A TEEN STOPD ATTND SCHL- CONFLICTING JOB

My teenager had a job that conflicted with school

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	130	0.7%	8.6%
NO	2	1534	8.7%	90.2%
DON'T KNOW	3	24	0.1%	1.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	292	1.7%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38B

Tape Pos. 135-135
Format: I1

F2P38B TEEN STOPD ATND SCHL- PROBLM W/TCHR, STU

My teenager couldn't get along with teachers or other students

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	442	2.5%	25.5%
NO	2	1171	6.6%	70.7%
DON'T KNOW	3	83	0.5%	3.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	285	1.6%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38C

Tape Pos. 136-136
Format: I1

F2P38C TEEN STOPD ATND SCHL- TEEN BECAME PARENT

My teenager was pregnant or became a parent

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	318	1.8%	19.2%
NO	2	1353	7.7%	79.9%
DON'T KNOW	3	19	0.1%	1.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	291	1.7%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38D

Tape Pos. 137-137
Format: I1

F2P38D TEEN STOPD ATND SCHL- FRNDS/FAM DROP OUT

My teenager's friends or family member(s) had dropped out of school

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	352	2.0%	20.3%
NO	2	1257	7.1%	75.5%
DON'T KNOW	3	77	0.4%	4.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	295	1.7%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38E

Tape Pos. 138-138
Format: I1

F2P38E TEEN STOPD ATND SCHL- SUSPENDED/EXPELLED

My teenager was suspended or expelled from school

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
YES	1	353	2.0%	20.9%
NO	2	1310	7.4%	77.3%
DON'T KNOW	3	22	0.1%	1.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	297	1.7%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38F

Tape Pos. 139-139
Format: I1

F2P38F TEEN STOPD ATND SCHL- GETTING POOR GRDES

My teenager was getting poor grades/failing school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	759	4.3%	44.4%
NO	2	911	5.2%	53.4%
DON'T KNOW	3	39	0.2%	2.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	272	1.5%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38G

Tape Pos. 140-140
Format: I1

F2P38G TEEN STOPD ATTND SCHL- GOT MARRIED

My teenager got married or planned to get married

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	188	1.1%	11.6%
NO	2	1485	8.4%	87.5%
DON'T KNOW	3	15	0.1%	0.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	294	1.7%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 38H

Tape Pos. 141-141
Format: I1

F2P38H TEEN STOPD ATND SCHL- DRUG/ALCOHOL PRBLM

My teenager had a drug or alcohol problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	172	1.0%	9.5%
NO	2	1448	8.2%	86.5%
DON'T KNOW	3	68	0.4%	4.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	294	1.7%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 39

Which of the following did you or your spouse/partner do after your teenager's longest absence from school for a reason other than illness or vacation?

Question 39A

Tape Pos. 142-142
Format: I1

F2P39A R CALLED SCHOOL AFT TEEN'S LONGST ABSC

Called the principal, a teacher, or a counselor at your teenager's school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1135	6.4%	66.8%
NO	2	624	3.5%	33.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	223	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 39B

Tape Pos. 143-143
Format: I1

F2P39B R OFFRD TEEN NEW PROG/SCH AFT ABSENCE

Offered to send your teenager to a special program or another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	791	4.5%	48.1%
NO	2	968	5.5%	51.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	223	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 39C

Tape Pos. 144-144
Format: I1

F2P39C R ARRANGED OUTSDE COUNSELING AFT ABSENCE

Arranged for outside counseling (with a private psychologist, social worker)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	533	3.0%	32.3%
NO	2	1225	7.0%	67.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	224	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 39D

Tape Pos. 145-145
Format: I1

F2P39D R ARRANGED SPEC TUTORING AFT ABSENCE

Arranged for special tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	265	1.5%	15.2%
NO	2	1493	8.5%	84.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	224	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 39E

Tape Pos. 146-146
Format: I1

F2P39E R OFFRD TEEN HELP W/PERS PROB AFT ABSC

Offered to help your teenager with personal problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1333	7.6%	76.8%
NO	2	425	2.4%	23.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	224	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 39F

Tape Pos. 147-147
Format: I1

F2P39F R ENCOURGD TEEN TO STAY IN SCHL AFT ABSC

Encouraged your teenager to stay in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1552	8.8%	88.7%
NO	2	207	1.2%	11.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	223	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 39G

Tape Pos. 148-148
Format: I1

F2P39G R GOT ANGRY W/TEEN AFTER TEEN'S ABSENCE

Got angry at and/or punished your teenager

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	702	4.0%	39.5%
NO	2	1055	6.0%	60.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	225	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 39H

Tape Pos. 149-149
Format: I1

F2P39H R DECIDED NOT GET INVLVD AFT TEEN'S ABSC

Decided not to get involved

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	230	1.3%	12.6%
NO	2	1528	8.7%	87.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	224	1.3%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40

Which of the following did you teenager's school do during or after his or her longest absence from school for a reason other than illness or vacation?

Question 40A

Tape Pos. 150-150
Format: I1

F2P40A SCHL CALLED R AFTER TEEN'S ABSC

Someone from school called your home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	958	5.4%	58.4%
NO	2	785	4.5%	41.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	239	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40B

Tape Pos. 151-151
Format: I1

F2P40B SCHL VISITED R AFTER TEEN'S ABSC

Someone from school visited your home

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	170	1.0%	8.9%
NO	2	1573	8.9%	91.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	239	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40C

Tape Pos. 152-152
Format: I1

F2P40C SCHL SENT LETTER TO R AFT TEEN'S ABSENCE

The school sent a letter to you

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	850	4.8%	50.7%
NO	2	888	5.0%	49.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	244	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40D

Tape Pos. 153-153
Format: I1

F2P40D SCHL OFRD SEND TEEN TO NEW SCHL AFT ABSC

The school offered to send your teenager to a special program or another school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	352	2.0%	23.0%
NO	2	1387	7.9%	77.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	243	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40E

Tape Pos. 154-154
Format: I1

F2P40E SCHL ENCOURAGD TEEN STAY IN SCH AFT ABSC

The school encouraged your teenager to stay in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	929	5.3%	53.3%
NO	2	804	4.6%	46.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	249	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40F

Tape Pos. 155-155
Format: I1

F2P40F SCHL OFFRD TEEN SPEC TUTORING AFT ABSC

The school offered your teenager special tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	304	1.7%	19.2%
NO	2	1434	8.1%	80.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	244	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40G

Tape Pos. 156-156
Format: I1

F2P40G SCHL OFRD HELP TEEN W/MISSD WRK AFT ABSC

The school offered to help your teenager make up work he/she missed

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	611	3.5%	35.9%
NO	2	1122	6.4%	64.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	249	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40H

Tape Pos. 157-157
Format: I1

F2P40H SCHL OFRD HLP TEEN W/PERS PRBLM AFT ABSC

The school offered to help your teenager with personal problems

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	506	2.9%	29.8%
NO	2	1229	7.0%	70.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	246	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40I

Tape Pos. 158-158
Format: I1

F2P40I SCHL MADE TEEN SEE COUNSELOR AFT ABSENCE

The school made your teenager see a counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	545	3.1%	31.8%
NO	2	1190	6.8%	68.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	247	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40J

Tape Pos. 159-159
Format: I1

F2P40J SCHL THREATND SUSPND/EXPEL TEEN AFT ABSC

The school threatened to suspend or expel your teenager

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	581	3.3%	33.6%
NO	2	1155	6.6%	66.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	245	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 40K

Tape Pos. 160-160
Format: I1

F2P40K SCHL SUSPENDED/EXPELLED TEEN AFT ABSENCE

The school suspended or expelled your teenager

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	459	2.6%	25.8%
NO	2	1280	7.3%	74.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	243	1.4%	(MISS)
LEGITIMATE SKIP	9	14413	81.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 41

Tape Pos. 161-161
Format: I1

F2P41 HOW SATISFIED IS R W/ TEEN'S HS EDUCATIN

How satisfied are you with the high school education your teenager has received up to now?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY UNSATISFIED	1	2248	12.8%	14.0%
SOMEWHAT UNSATISFIED	2	1973	11.2%	13.0%
SOMEWHAT SATISFIED	3	5643	32.0%	35.9%
VERY SATISFIED	4	6420	36.5%	37.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	110	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42

Please indicate how much you agree or disagree with each of the following statements concerning the high school your teenager attends. If he/she has left school, refer to the school your teenager last attended.

Question 42A

Tape Pos. 162-162
Format: I1

F2P42A SCHOOL PLACES HIGH PRIORITY ON LEARNING

The school places a high priority on learning

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	4932	28.0%	27.5%
AGREE	2	8958	50.9%	56.4%
DISAGREE	3	1841	10.5%	12.9%
STRONGLY DISAGREE	4	414	2.4%	3.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	249	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42B

Tape Pos. 163-163
Format: I1

F2P42B HOMEWORK ASSIGNED IS WORTHWHILE

The homework assigned is worthwhile

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	3310	18.8%	17.9%
AGREE	2	10385	59.0%	65.6%
DISAGREE	3	2021	11.5%	13.6%
STRONGLY DISAGREE	4	359	2.0%	2.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	314	1.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42C

Tape Pos. 164-164
Format: I1

F2P42C SCHOOL ASSIGNS TOO MUCH HOMEWORK

The school assigns too much homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	386	2.2%	2.2%
AGREE	2	1796	10.2%	10.6%
DISAGREE	3	11484	65.2%	72.7%
STRONGLY DISAGREE	4	2363	13.4%	14.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	363	2.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42D

Tape Pos. 165-165
Format: I1

F2P42D SCHOOL ASSIGNS TOO LITTLE HOMEWORK

The school assigns too little homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	967	5.5%	6.6%
AGREE	2	4404	25.0%	29.5%
DISAGREE	3	8908	50.6%	55.3%
STRONGLY DISAGREE	4	1613	9.2%	8.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	500	2.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42E

Tape Pos. 166-166
Format: I1

F2P42E STANDARDS SET BY THE SCHL ARE REALISTIC

The academic standards set by the school are realistic

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	3023	17.2%	16.3%
AGREE	2	10578	60.1%	67.8%
DISAGREE	3	2006	11.4%	13.0%
STRONGLY DISAGREE	4	414	2.4%	2.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	370	2.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42F

Tape Pos. 167-167
Format: I1

F2P42F STANDARDS SET BY THE SCHL ARE TOO LOW

The academic standards set by the school are too low

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	685	3.9%	4.7%
AGREE	2	2716	15.4%	18.9%
DISAGREE	3	9795	55.6%	62.1%
STRONGLY DISAGREE	4	2767	15.7%	14.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	427	2.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42G

Tape Pos. 168-168
Format: I1

F2P42G SCH PREPARING STU ADEQUATELY FOR COLLEGE

The school is preparing students adequately for further schooling after high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	3430	19.5%	17.3%
AGREE	2	8727	49.6%	55.6%
DISAGREE	3	2977	16.9%	20.3%
STRONGLY DISAGREE	4	966	5.5%	6.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	295	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42H

Tape Pos. 169-169
Format: I1

F2P42H SCH PREPARING STUS ADEQUATELY FOR WORK

The school is preparing students adequately for work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1535	8.7%	8.7%
AGREE	2	8771	49.8%	55.2%
DISAGREE	3	4650	26.4%	29.6%
STRONGLY DISAGREE	4	945	5.4%	6.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	494	2.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42I

Tape Pos. 170-170
Format: I1

F2P42I THE SCHOOL IS A SAFE PLACE

The school is a safe place

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	3202	18.2%	16.8%
AGREE	2	9481	53.8%	59.6%
DISAGREE	3	2553	14.5%	17.6%
STRONGLY DISAGREE	4	869	4.9%	6.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	287	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42J

Tape Pos. 171-171
Format: I1

F2P42J RULES FOR BEHAVIOR ARE STRICT

Rules for behavior are strict

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2460	14.0%	13.5%
AGREE	2	8637	49.0%	54.2%
DISAGREE	3	4219	24.0%	27.3%
STRONGLY DISAGREE	4	734	4.2%	5.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	340	1.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42K

Tape Pos. 172-172
Format: I1

F2P42K THE TEACHING IS GOOD

The teaching is good

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2522	14.3%	13.7%
AGREE	2	10554	59.9%	66.3%
DISAGREE	3	2461	14.0%	16.8%
STRONGLY DISAGREE	4	492	2.8%	3.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	362	2.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42L

Tape Pos. 173-173
Format: I1

F2P42L TEACHERS ARE INTERESTED IN STUDENTS

Teachers are interested in students

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	2786	15.8%	14.7%
AGREE	2	9576	54.4%	60.6%
DISAGREE	3	2929	16.6%	19.8%
STRONGLY DISAGREE	4	685	3.9%	4.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	411	2.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42M

Tape Pos. 174-174
Format: I1

F2P42M PARENTS HAVE ADEQUATE SAY IN SCHL POLICY

Parents have an adequate say in setting school policy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1110	6.3%	6.3%
AGREE	2	8112	46.1%	50.8%
DISAGREE	3	5488	31.2%	34.8%
STRONGLY DISAGREE	4	1167	6.6%	8.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	515	2.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42N

Tape Pos. 175-175
Format: I1

F2P42N PARENTS WK TOGETHR SUPPORTING SCH POLICY

Parents work together in supporting school policy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1515	8.6%	8.4%
AGREE	2	9204	52.3%	57.9%
DISAGREE	3	4416	25.1%	28.9%
STRONGLY DISAGREE	4	679	3.9%	4.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	580	3.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42O

Tape Pos. 176-176
Format: I1

F2P42O SCHL PROVDS PRGMS FOR STUS W/ DIFF NEEDS

The school provides a range of programs for students with different needs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	1966	11.2%	11.6%
AGREE	2	9999	56.8%	62.7%
DISAGREE	3	3270	18.6%	20.9%
STRONGLY DISAGREE	4	705	4.0%	4.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	453	2.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42P

Tape Pos. 177-177
Format: I1

F2P42P DRINKING ON SCHL GROUNDS IS A PROBLEM

Drinking on school grounds is a problem at my teenager's school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	440	2.5%	3.0%
AGREE	2	1875	10.6%	12.2%
DISAGREE	3	9894	56.2%	63.2%
STRONGLY DISAGREE	4	3659	20.8%	21.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	525	3.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42Q

Tape Pos. 178-178
Format: I1

F2P42Q DRUG USE ON SCHL GROUNDS IS A PROBLEM

Drug use on school grounds is a problem at my teenager's school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	789	4.5%	5.8%
AGREE	2	3606	20.5%	24.1%
DISAGREE	3	8562	48.6%	53.6%
STRONGLY DISAGREE	4	2875	16.3%	16.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	560	3.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42R

Tape Pos. 179-179
Format: I1

F2P42R SALE/USE OF DRUGS ON WAY TO SCHL IS PROB

The sale or use of drugs on the way to or from school is a problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	760	4.3%	5.6%
AGREE	2	3417	19.4%	23.6%
DISAGREE	3	8718	49.5%	55.5%
STRONGLY DISAGREE	4	2711	15.4%	15.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	788	4.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42S

Tape Pos. 180-180
Format: I1

F2P42S THEFT ON SCHL GROUNDS IS A PROBLEM

Theft on school grounds is a problem at my teenager's school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	993	5.6%	6.5%
AGREE	2	5089	28.9%	32.1%
DISAGREE	3	8259	46.9%	52.4%
STRONGLY DISAGREE	4	1485	8.4%	8.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	566	3.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 42T

Tape Pos. 181-181
Format: I1

F2P42T VIOLENCE ON SCHL GROUNDS IS A PROBLEM

Violence on school grounds is a problem at my teenager's school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	737	4.2%	5.0%
AGREE	2	2964	16.8%	20.5%
DISAGREE	3	9509	54.0%	60.0%
STRONGLY DISAGREE	4	2755	15.6%	14.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	428	2.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 42U

Tape Pos. 182-182
Format: I1

F2P42U LACK OF DISCIPLINE IN CLASS IS A PROBLEM

The lack of discipline in classrooms is a problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	836	4.7%	5.9%
AGREE	2	3326	18.9%	22.1%
DISAGREE	3	9380	53.3%	59.4%
STRONGLY DISAGREE	4	2350	13.3%	12.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	499	2.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43

Since your teenager's school opened last fall (or during the last year that your teenager was in school), how many times have you or your spouse/partner been contacted by the school about each of the following?

Question 43A

Tape Pos. 183-183
Format: I1

F2P43A SCH CONTACTED R ABOUT ACADEMC PERFORMANC

Your teenager's grades or academic performance (not including report cards)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	7759	44.1%	46.8%
ONCE OR TWICE	2	4892	27.8%	31.0%
3 OR 4 TIMES	3	2163	12.3%	13.5%
MORE THAN 4 TIMES	4	1383	7.9%	8.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	198	1.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43B

Tape Pos. 184-184
Format: I1

F2P43B SCH CONTACTED R ABOUT ACADEMIC PROGRAM

Your teenager's academic program for this year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	9164	52.0%	57.3%
ONCE OR TWICE	2	5247	29.8%	31.8%
3 OR 4 TIMES	3	1099	6.2%	6.9%
MORE THAN 4 TIMES	4	611	3.5%	3.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	273	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43C

Tape Pos. 185-185
Format: I1

F2P43C SCH CONTACTD R ABT TEEN'S PLANS AFTER HS

Your teenager's plans after leaving high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	10176	57.8%	66.3%
ONCE OR TWICE	2	3898	22.1%	23.2%
3 OR 4 TIMES	3	1167	6.6%	6.0%
MORE THAN 4 TIMES	4	877	5.0%	4.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	277	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43D

Tape Pos. 186-186
Format: I1

F2P43D SCH CONTACTD R ABT COLL PREP COURSE SEL

Your teenager's course selection for entry into college, vocational, or technical school after leaving high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	10940	62.1%	70.0%
ONCE OR TWICE	2	3763	21.4%	22.2%
3 OR 4 TIMES	3	885	5.0%	4.9%
MORE THAN 4 TIMES	4	554	3.1%	2.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	251	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43E

Tape Pos. 187-187
Format: I1

F2P43E SCH CONTACTED R ABOUT TEEN'S ATTENDANCE

You teenager's attendance record at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	9975	56.6%	59.6%
ONCE OR TWICE	2	3548	20.1%	22.6%
3 OR 4 TIMES	3	1310	7.4%	9.1%
MORE THAN 4 TIMES	4	1296	7.4%	8.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	266	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43F

Tape Pos. 188-188
Format: I1

F2P43F SCH CONTACTED R ABOUT TEEN'S BEHAVIOR

Your teenager's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	12611	71.6%	76.1%
ONCE OR TWICE	2	2321	13.2%	16.2%
3 OR 4 TIMES	3	593	3.4%	4.1%
MORE THAN 4 TIMES	4	500	2.8%	3.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	370	2.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43G

Tape Pos. 189-189
Format: I1

F2P43G SCH CONTACTED R ABT VOLUNTR WORK AT SCHL

You and/or your spouse/partner participating in school fund raising activities or doing volunteer work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	7616	43.2%	51.2%
ONCE OR TWICE	2	4600	26.1%	26.6%
3 OR 4 TIMES	3	1979	11.2%	11.3%
MORE THAN 4 TIMES	4	1984	11.3%	10.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	216	1.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 43H

Tape Pos. 190-190
Format: I1

F2P43H SCH CONTCT R ABT HOW TO HELP TEEN W/WORK

Information on how to help your teen at home with specific skills or homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	12567	71.4%	77.6%
ONCE OR TWICE	2	2603	14.8%	16.1%
3 OR 4 TIMES	3	595	3.4%	3.7%
MORE THAN 4 TIMES	4	383	2.2%	2.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	247	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 44

Since your teenager's school opened last fall (or during the last year that your teenager was in school), how many times have you or your spouse/partner contacted the school about each of the following?

Question 44A

Tape Pos. 191-191
Format: I1

F2P44A CONTACTED SCHL ABOUT ACADEMIC PERFORMANC

Your teenager's grades or academic performance

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	7627	43.3%	44.0%
ONCE OR TWICE	2	5112	29.0%	32.1%
3 OR 4 TIMES	3	2109	12.0%	14.2%
MORE THAN 4 TIMES	4	1453	8.3%	9.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	93	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 44B

Tape Pos. 192-192
Format: I1

F2P44B CONTACTED SCHOOL ABOUT ACADEMIC PROGRAM

Your teenager's academic program for this year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	8722	49.5%	53.6%
ONCE OR TWICE	2	5451	31.0%	33.5%
3 OR 4 TIMES	3	1182	6.7%	8.0%
MORE THAN 4 TIMES	4	737	4.2%	4.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	303	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 44C

Tape Pos. 193-193
Format: I1

F2P44C CONTACTED SCHL ABOUT TEEN'S PLANS AFT HS

Your teenager's plans after leaving high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	8923	50.7%	56.4%
ONCE OR TWICE	2	4800	27.3%	29.2%
3 OR 4 TIMES	3	1529	8.7%	8.7%
MORE THAN 4 TIMES	4	1018	5.8%	5.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	125	0.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 44D

Tape Pos. 194-194
Format: I1

F2P44D CONTACTD SCHL ABOUT COLL PREP COURSE SEL

Your teenager's course selection for entry into college, vocational, or technical school after leaving high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	9961	56.6%	62.6%
ONCE OR TWICE	2	4439	25.2%	27.3%
3 OR 4 TIMES	3	1002	5.7%	6.1%
MORE THAN 4 TIMES	4	660	3.7%	4.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	331	1.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 44E

Tape Pos. 195-195
Format: I1

F2P44E CONTACTED SCHL ABOUT TEEN'S ATTENDANCE

Your teenager's attendance record at school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	10947	62.2%	65.3%
ONCE OR TWICE	2	2976	16.9%	19.0%
3 OR 4 TIMES	3	1021	5.8%	7.5%
MORE THAN 4 TIMES	4	1107	6.3%	8.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	344	2.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 44F

Tape Pos. 196-196
Format: I1

F2P44F CONTACTED SCHOOL ABOUT TEEN'S BEHAVIOR

Your teenager's behavior in school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	12749	72.4%	76.5%
ONCE OR TWICE	2	2069	11.7%	14.5%
3 OR 4 TIMES	3	587	3.3%	4.5%
MORE THAN 4 TIMES	4	570	3.2%	4.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	419	2.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 44G

Tape Pos. 197-197
Format: I1

F2P44G CONTACTD SCHL ABOUT DOING VOLUNTEER WORK

You and/or your spouse/partner helping with school fund raising or doing volunteer work

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	9830	55.8%	64.1%
ONCE OR TWICE	2	3657	20.8%	20.9%
3 OR 4 TIMES	3	1152	6.5%	6.7%
MORE THAN 4 TIMES	4	1429	8.1%	8.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	327	1.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 45

Since this past fall, or during the last year your teenager attended school, did you or your spouse/partner attend any of the following types of programs dealing with opportunities for your teenager?

Question 45A

Tape Pos. 198-198
Format: I1

F2P45A ATTENDED PROG ABT EDUCATIONL OPPS AFT HS

A program on educational opportunities after completing high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5209	29.6%	29.3%
NO	2	6511	37.0%	40.9%
DIDN'T KNOW ABOUT THESE PROGRAMS	3	4439	25.2%	29.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	13	0.1%	(MISS)
MISSING	8	223	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 45B

Tape Pos. 199-199
Format: I1

F2P45B ATTENDED PROG ABT COLLEGE FINANCIAL AID

A program on financial aid for colleges, universities, or vocational technical schools

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5275	30.0%	30.7%
NO	2	7635	43.4%	47.0%
DIDN'T KNOW ABOUT THESE PROGRAMS	3	3243	18.4%	22.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	234	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 45C

Tape Pos. 200-200
Format: I1

F2P45C ATTENDED PROGRAM ABOUT EMPLOYMENT OPPORT

A program on employment and career opportunities

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2226	12.6%	14.6%
NO	2	9751	55.4%	58.7%
DIDN'T KNOW ABOUT THESE PROGRAMS	3	4112	23.4%	26.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	12	0.1%	(MISS)
MISSING	8	294	1.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 46

Do you know...

Question 46A

Tape Pos. 201-201
Format: I1

F2P46A R KNOWS WHICH COURSES TEEN IS TAKING

Which courses your teenager has been taking this past term?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13512	76.7%	82.6%
NO	2	901	5.1%	6.0%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	3	1311	7.4%	11.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	665	3.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 46B

Tape Pos. 202-202
Format: I1

F2P46B R KNOWS HOW WELL TEEN IS DOING IN SCHOOL

How well your teenager is performing in school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13959	79.3%	85.7%
NO	2	416	2.4%	2.9%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	3	1312	7.5%	11.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	707	4.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 46C

Tape Pos. 203-203
Format: I1

F2P46C R KNOWS # OF CREDITS TEEN HAS TWRD GRAD

How many credits your teenager has gained towards graduation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12592	71.5%	78.2%
NO	2	1713	9.7%	10.5%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	3	1291	7.3%	11.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	797	4.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 46D

Tape Pos. 204-204
Format: I1

F2P46D R KNOWS # CREDITS TEEN NEEDS TO GRADUATE

How many more credits your teenager needs in order to graduate?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12190	69.2%	77.6%
NO	2	1767	10.0%	10.9%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	3	1294	7.3%	11.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1143	6.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47

Do you feel that parents of students in your teenager's school should have more influence, less influence, or do they have about the right amount of influence regarding the following?

Question 47A
Tape Pos. 205-205
Format: I1

F2P47A PARENTL INFLUENCE- SPENDING OF SCHL FUND

Deciding how school funds will be spent

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	887	5.0%	5.3%
RIGHT AMOUNT OF INFLUENCE	2	5559	31.6%	31.2%
MORE INFLUENCE	3	6907	39.2%	46.0%
DON'T KNOW	4	2660	15.1%	17.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	379	2.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47B
Tape Pos. 206-206
Format: I1

F2P47B PARENTAL INFLUENCE- CURRICULUM

Curriculum (that is, the courses offered)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	850	4.8%	4.9%
RIGHT AMOUNT OF INFLUENCE	2	6439	36.6%	37.8%
MORE INFLUENCE	3	6764	38.4%	44.7%
DON'T KNOW	4	1921	10.9%	12.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	417	2.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47C
Tape Pos. 207-207
Format: I1

F2P47C PARENTAL INFL- SELECT/HIRE ADMINISTRATRS

Selection and hiring of administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	1351	7.7%	7.9%
RIGHT AMOUNT OF INFLUENCE	2	5444	30.9%	31.4%
MORE INFLUENCE	3	6513	37.0%	43.9%
DON'T KNOW	4	2639	15.0%	16.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	13	0.1%	(MISS)
MISSING	8	435	2.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47D
Tape Pos. 208-208
Format: I1

F2P47D PARENTAL INFLUENC- ABOUT BOOKS/MATERIALS

Books and instructional materials

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	1241	7.0%	7.5%
RIGHT AMOUNT OF INFLUENCE	2	7402	42.0%	43.8%
MORE INFLUENCE	3	4911	27.9%	33.4%
DON'T KNOW	4	2380	13.5%	15.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	455	2.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47E
Tape Pos. 209-209
Format: I1

F2P47E PARENTAL INFLUENCE- SELECT/HIRE TEACHERS

Selection and hiring of teachers

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	1588	9.0%	9.6%
RIGHT AMOUNT OF INFLUENCE	2	6163	35.0%	36.1%
MORE INFLUENCE	3	5612	31.9%	37.7%
DON'T KNOW	4	2570	14.6%	16.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	457	2.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47F
Tape Pos. 210-210
Format: I1

F2P47F PARENTAL INFLUENCE- BOOKS IN LIBRARIES

Books placed in the school libraries

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	1352	7.7%	8.5%
RIGHT AMOUNT OF INFLUENCE	2	7905	44.9%	47.0%
MORE INFLUENCE	3	4152	23.6%	28.2%
DON'T KNOW	4	2526	14.3%	16.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	453	2.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47G
Tape Pos. 211-211
Format: I1

F2P47G PARENTAL INFLUENCE- EVALUATNG TCHRS/ADM

Evaluation of teachers and administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	1243	7.1%	7.2%
RIGHT AMOUNT OF INFLUENCE	2	5068	28.8%	30.3%
MORE INFLUENCE	3	7363	41.8%	48.0%
DON'T KNOW	4	2260	12.8%	14.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	455	2.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47H
Tape Pos. 212-212
Format: I1

F2P47H PARENTAL INFLUENCE- AMOUNT OF HOMEWORK

Amount of homework assigned

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	1404	8.0%	8.9%
RIGHT AMOUNT OF INFLUENCE	2	7843	44.5%	46.8%
MORE INFLUENCE	3	4867	27.6%	32.6%
DON'T KNOW	4	1819	10.3%	11.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	11	0.1%	(MISS)
MISSING	8	451	2.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 47I

Tape Pos. 213-213
Format: I1

F2P47I PARENTAL INFLUENCE- DISCIPLINE POLICIES

Discipline policies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	1065	6.0%	6.7%
RIGHT AMOUNT OF INFLUENCE	2	7087	40.2%	41.3%
MORE INFLUENCE	3	6352	36.1%	42.5%
DON'T KNOW	4	1459	8.3%	9.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	431	2.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 47J

Tape Pos. 214-214
Format: I1

F2P47J PARENTAL INFLUENCE- ACADEMIC STANDARDS

Academic standards

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS INFLUENCE	1	856	4.9%	5.3%
RIGHT AMOUNT OF INFLUENCE	2	7485	42.5%	43.3%
MORE INFLUENCE	3	5959	33.8%	40.4%
DON'T KNOW	4	1659	9.4%	11.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	434	2.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

III. YOUR TEENAGER'S FAMILY LIFE

Question 48

In your family, who makes most of the decisions about each of the following topics? (If you do not have a spouse/partner, please answer for yourself.)

Question 48A

Tape Pos. 215-215
Format: I1

F2P48A WHO DECIDES HOW LATE TEEN CAN STAY OUT

How late my teenager can stay out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY SPOUSE/PARTNER AND I DECIDE TOGETHER	1	6478	36.8%	42.1%
MY SPOUSE/PARTNER AND I DECIDE AFTER DISCUSSING IT WITH MY TEEN	2	3169	18.0%	18.7%
WE DECIDE TOGETHER WITH MY TEEN AFTER DISCUSSING IT	3	4523	25.7%	26.8%
MY TEEN DECIDES AFTER DISCUSSING IT WITH ME AND MY SPOUSE/PARTNER	4	949	5.4%	5.8%
MY TEEN DECIDES BY HIM/HERSELF	5	1045	5.9%	6.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	227	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 48B

Tape Pos. 216-216
Format: I1

F2P48B WHO DECIDES WHEN TEEN CAN USE CAR

When my teenager can use the car

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY SPOUSE/PARTNER AND I DECIDE TOGETHER	1	5994	34.0%	42.0%
MY SPOUSE/PARTNER AND I DECIDE AFTER DISCUSSING IT WITH MY TEEN	2	2498	14.2%	14.7%
WE DECIDE TOGETHER WITH MY TEEN AFTER DISCUSSING IT	3	3564	20.2%	21.2%
MY TEEN DECIDES AFTER DISCUSSING IT WITH ME AND MY SPOUSE/PARTNER	4	883	5.0%	5.1%
MY TEEN DECIDES BY HIM/HERSELF	5	2799	15.9%	17.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	653	3.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 48C

Tape Pos. 217-217
Format: I1

F2P48C WHO DECIDES WHETHER TEEN CAN HAVE A JOB

Whether my teenager can have a job

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY SPOUSE/PARTNER AND I DECIDE TOGETHER	1	2488	14.1%	16.4%
MY SPOUSE/PARTNER AND I DECIDE AFTER DISCUSSING IT WITH MY TEEN	2	2070	11.8%	12.3%
WE DECIDE TOGETHER WITH MY TEEN AFTER DISCUSSING IT	3	4780	27.1%	29.1%
MY TEEN DECIDES AFTER DISCUSSING IT WITH ME AND MY SPOUSE/PARTNER	4	2671	15.2%	15.6%
MY TEEN DECIDES BY HIM/HERSELF	5	4056	23.0%	26.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	15	0.1%	(MISS)
MISSING	8	315	1.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 48D

Tape Pos. 218-218
Format: I1

F2P48D WHO DECIDES HOW TEEN SPENDS OWN MONEY

How my teenager spends his/her money

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY SPOUSE/PARTNER AND I DECIDE TOGETHER	1	828	4.7%	5.4%
MY SPOUSE/PARTNER AND I DECIDE AFTER DISCUSSING IT WITH MY TEEN	2	751	4.3%	4.3%
WE DECIDE TOGETHR WITH MY TEEN AFTER DISCUSSING IT	3	2196	12.5%	14.2%
MY TEEN DECIDES AFTER DISCUSSING IT WITH ME AND MY SPOUSE/PARTNER	4	3560	20.2%	21.3%
MY TEEN DECIDES BY HIM/HERSELF	5	8703	49.4%	54.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	15	0.1%	(MISS)
MISSING	8	342	1.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question   48E                                    Tape Pos. 219-219
--------------                                    Format: I1

F2P48E     WHO DECIDES IF TEEN DRINKS ALCHL AT HOME

Whether my teenager can drink alcohol in front of me or my
spouse/partner

                                                          PER-    WGTD
    RESPONSE                          CODES       FREQ    CENT    PCT
   ----------                       --------     -----   -----   -----
MY SPOUSE/PARTNER AND I
DECIDE TOGETHER................          1       8827    50.1%   57.9%
MY SPOUSE/PARTNER AND I
DECIDE AFTER DISCUSSING IT
WITH MY TEEN...................          2       1731     9.8%   10.8%
WE DECIDE TOGETHER WITH MY
TEEN AFTER DISCUSSING IT.......          3       3202    18.2%   19.0%
MY TEEN DECIDES AFTER
DISCUSSING IT WITH ME AND MY
SPOUSE/PARTNER.................          4        772     4.4%    4.8%
MY TEEN DECIDES BY HIM/HERSELF           5       1178     6.7%    7.5%
 RESERVED CODES:
   NO PARENT QUEX..............                  1215     6.9% (MISS)
   MULTIPLE RESPONSE...........          6          8     0.0% (MISS)
   MISSING.....................          8        677     3.8% (MISS)
                                                -----    -----   -----
 TOTALS:                                        17610   100.0%  100.0%
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Question   48F                                    Tape Pos. 220-220
--------------                                    Format: I1

F2P48F     WHO DECIDES IF TEEN CAN DRINK ALCOHOL

Whether my teenager can drink alcohol when he/she is at
parties/social gatherings without me or my spouse/partner

                                                          PER-    WGTD
    RESPONSE                          CODES       FREQ    CENT    PCT
   ----------                       --------     -----   -----   -----
MY SPOUSE/PARTNER AND I
DECIDE TOGETHER................          1       5432    30.8%   35.1%
MY SPOUSE/PARTNER AND I
DECIDE AFTER DISCUSSING IT
WITH MY TEEN...................          2       1703     9.7%    9.9%
WE DECIDE TOGETHER WITH MY
TEEN AFTER DISCUSSING IT.......          3       2885    16.4%   17.6%
MY TEEN DECIDES AFTER
DISCUSSING IT WITH ME AND MY
SPOUSE/PARTNER.................          4       1506     8.6%    8.9%
MY TEEN DECIDES BY HIM/HERSELF           5       4225    24.0%   28.5%
 RESERVED CODES:
   NO PARENT QUEX..............                  1215     6.9% (MISS)
   MULTIPLE RESPONSE...........          6         10     0.1% (MISS)
   MISSING.....................          8        634     3.6% (MISS)
                                                -----    -----   -----
 TOTALS:                                        17610   100.0%  100.0%
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Question   48G                                    Tape Pos. 221-221
--------------                                    Format: I1

F2P48G     WHO DECIDES IF PRIVILEGES ARE TAKEN AWAY

If privileges should be taken away because my teenager has
used alcohol or drugs

                                                          PER-    WGTD
    RESPONSE                          CODES       FREQ    CENT    PCT
   ----------                       --------     -----   -----   -----
MY SPOUSE/PARTNER AND I
DECIDE TOGETHER................          1       9971    56.6%   65.8%
MY SPOUSE/PARTNER AND I
DECIDE AFTER DISCUSSING IT
WITH MY TEEN...................          2       2263    12.9%   13.8%
WE DECIDE TOGETHER WITH MY
TEEN AFTER DISCUSSING IT.......          3       2467    14.0%   15.4%
MY TEEN DECIDES AFTER
DISCUSSING IT WITH ME AND MY
SPOUSE/PARTNER.................          4        277     1.6%    1.8%
MY TEEN DECIDES BY HIM/HERSELF           5        460     2.6%    3.2%
 RESERVED CODES:
   NO PARENT QUEX..............                  1215     6.9% (MISS)
   MULTIPLE RESPONSE...........          6          5     0.0% (MISS)
   MISSING.....................          8        952     5.4% (MISS)
                                                -----    -----   -----
 TOTALS:                                        17610   100.0%  100.0%
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Question   48H                                    Tape Pos. 222-222
--------------                                    Format: I1

F2P48H     WHO DECIDES WHETHER TEEN SHLD GO TO COLL

Whether my teenager should go to college or a
vocational/technical school

                                                          PER-    WGTD
    RESPONSE                          CODES       FREQ    CENT    PCT
   ----------                       --------     -----   -----   -----
MY SPOUSE/PARTNER AND I
DECIDE TOGETHER................          1       1077     6.1%    6.9%
MY SPOUSE/PARTNER AND I
DECIDE AFTER DISCUSSING IT
WITH MY TEEN...................          2       1268     7.2%    7.5%
WE DECIDE TOGETHER WITH MY
TEEN AFTER DISCUSSING IT.......          3       5543    31.5%   33.3%
MY TEEN DECIDES AFTER
DISCUSSING IT WITH ME AND MY
SPOUSE/PARTNER.................          4       3898    22.1%   23.9%
MY TEEN DECIDES BY HIM/HERSELF           5       4297    24.4%   28.4%
 RESERVED CODES:
   NO PARENT QUEX..............                  1215     6.9% (MISS)
   MULTIPLE RESPONSE...........          6         14     0.1% (MISS)
   MISSING.....................          8        298     1.7% (MISS)
                                                -----    -----   -----
 TOTALS:                                        17610   100.0%  100.0%
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Question   48I                                    Tape Pos. 223-223
--------------                                    Format: I1

F2P48I     WHO DECIDES WHICH COURSES TEEN TAKES

The courses my teenager takes

                                                          PER-    WGTD
    RESPONSE                          CODES       FREQ    CENT    PCT
   ----------                       --------     -----   -----   -----
MY SPOUSE/PARTNER AND I
DECIDE TOGETHER................          1        334     1.9%    2.2%
MY SPOUSE/PARTNER AND I
DECIDE AFTER DISCUSSING IT
WITH MY TEEN...................          2        659     3.7%    3.9%
WE DECIDE TOGETHER WITH MY
TEEN AFTER DISCUSSING IT.......          3       3032    17.2%   18.5%
MY TEEN DECIDES AFTER
DISCUSSING IT WITH ME AND MY
SPOUSE/PARTNER.................          4       4819    27.4%   27.6%
MY TEEN DECIDES BY HIM/HERSELF           5       7247    41.2%   47.8%
 RESERVED CODES:
   NO PARENT QUEX..............                  1215     6.9% (MISS)
   MULTIPLE RESPONSE...........          6          8     0.0% (MISS)
   MISSING.....................          8        296     1.7% (MISS)
                                                -----    -----   -----
 TOTALS:                                        17610   100.0%  100.0%
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Question   49
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How frequently during the past two years have you and/or
your spouse/partner talked about the following with your
teenager?
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Question   49A                                    Tape Pos. 224-224
--------------                                    Format: I1

F2P49A     DISCUSS WITH TEEN SELECTING COURSES

Selecting courses or programs at school

                                                          PER-    WGTD
    RESPONSE                          CODES       FREQ    CENT    PCT
   ----------                       --------     -----   -----   -----
NEVER..........................          1        983     5.6%    6.8%
SOMETIMES......................          2       6329    35.9%   37.5%
OFTEN..........................          3       8870    50.4%   55.7%
 RESERVED CODES:
   NO PARENT QUEX..............                  1215     6.9% (MISS)
   MISSING.....................          8        213     1.2% (MISS)
                                                -----    -----   -----
 TOTALS:                                        17610   100.0%  100.0%
```

Question 49B

Tape Pos. 225-225
Format: I1

F2P49B DISCUSS WITH TEEN SCHOOL ACTIVITIES

School activities or events of particular interest to your teenager

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	1008	5.7%	7.3%
SOMETIMES	2	5765	32.9%	35.6%
OFTEN	3	9375	53.2%	57.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	222	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49C

Tape Pos. 226-226
Format: I1

F2P49C DISCUSS W/ TEEN THINGS TEEN HAS STUDIED

Things your teenager has studied in class

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	781	4.4%	5.5%
SOMETIMES	2	7009	39.8%	43.1%
OFTEN	3	8362	47.5%	51.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	238	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49D

Tape Pos. 227-227
Format: I1

F2P49D DISCUSS WITH TEEN TEEN'S GRADES

Your teen's grades

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	444	2.5%	3.5%
SOMETIMES	2	3698	21.0%	22.1%
OFTEN	3	11981	68.0%	74.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	271	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49E

Tape Pos. 228-228
Format: I1

F2P49E DISCUSS WITH TEEN PLANS TO TAKE SAT/ACT

Plans and preparation for the American College Testing test (ACT), Scholastic Aptitude Test (SAT), or Armed Services Vocational Aptitude Battery (ASVAB)

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	2014	11.4%	15.0%
SOMETIMES	2	6424	36.5%	38.7%
OFTEN	3	7707	43.8%	46.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	246	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49F

Tape Pos. 229-229
Format: I1

F2P49F DISCUSS WITH TEEN APPLYING TO COLLEGES

Applying to colleges or other schools after high school

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	1182	6.7%	9.4%
SOMETIMES	2	4558	25.9%	29.4%
OFTEN	3	10408	59.1%	61.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	245	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49G

Tape Pos. 230-230
Format: I1

F2P49G DISCUSS W/ TEEN JOBS TEEN MIGHT APPLY

Specific jobs your teen might apply for after high school

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	1708	9.7%	10.2%
SOMETIMES	2	6779	38.5%	40.4%
OFTEN	3	7619	43.3%	49.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	282	1.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49H

Tape Pos. 231-231
Format: I1

F2P49H DISCUSS W/TEEN COMMUNTY/NATL/WRLD EVENTS

Community, national, and world events

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	1559	8.9%	10.7%
SOMETIMES	2	7735	43.9%	47.7%
OFTEN	3	6836	38.8%	41.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	9	0.1%	(MISS)
MISSING	8	256	1.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49I

Tape Pos. 232-232
Format: I1

F2P49I DISCUSS WITH TEEN THINGS TROUBLING TEEN

Things that are troubling your teenager

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	543	3.1%	3.6%
SOMETIMES	2	5583	31.7%	32.1%
OFTEN	3	10051	57.1%	64.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	215	1.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 49J

Tape Pos. 233-233
Format: I1

F2P49J DISCUSS W/TEEN TEEN'S INTERESTS/HOBBIES

Your teenager's special interests or hobbies

RESPONSE	CODES	FREQ	PERCENT	WGTD PCT
NEVER	1	493	2.8%	3.6%
SOMETIMES	2	4958	28.2%	29.7%
OFTEN	3	10723	60.9%	66.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	220	1.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50

Looking back over the past year, how frequently did you and your teenager participate in the following activities together?

Question 50A

Tape Pos. 234-234
Format: I1

F2P50A ATTENDED SCHOOL ACTIVITIES WITH TEEN

Attending school activities (sports, plays)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	2744	15.6%	18.4%
RARELY	2	2274	12.9%	13.7%
SOMETIMES	3	4268	24.2%	24.6%
FREQUENTLY	4	5256	29.8%	29.6%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	5	1665	9.5%	13.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	183	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50B

Tape Pos. 235-235
Format: I1

F2P50B WORKED ON HOMEWORK/PROJECTS WITH TEEN

Working on homework or school projects

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	1981	11.2%	11.8%
RARELY	2	3368	19.1%	19.2%
SOMETIMES	3	6302	35.8%	38.1%
FREQUENTLY	4	2908	16.5%	17.4%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	5	1633	9.3%	13.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	195	1.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50C

Tape Pos. 236-236
Format: I1

F2P50C ATTENDED CONCERTS, PLAYS, MOVIES W/ TEEN

Attending concerts, plays, or movies outside of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3329	18.9%	22.2%
RARELY	2	3587	20.4%	20.9%
SOMETIMES	3	6262	35.6%	39.4%
FREQUENTLY	4	2883	16.4%	17.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	332	1.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50D

Tape Pos. 237-237
Format: I1

F2P50D ATTENDED SPORTS EVENTS OUTSIDE SCHL W/TN

Attending sporting events outside of school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	4768	27.1%	32.5%
RARELY	2	3672	20.9%	20.8%
SOMETIMES	3	4763	27.0%	29.2%
FREQUENTLY	4	2809	16.0%	17.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	381	2.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50E

Tape Pos. 238-238
Format: I1

F2P50E ATTENDED RELIGIOUS SERVICES WITH TEEN

Attending religious services

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	3050	17.3%	20.0%
RARELY	2	2559	14.5%	15.1%
SOMETIMES	3	3909	22.2%	24.5%
FREQUENTLY	4	6437	36.6%	40.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	438	2.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50F

Tape Pos. 239-239
Format: I1

F2P50F ATTENDED FAMILY SOCIAL FUNCTIONS W/ TEEN

Attending family social functions (party, wedding)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	748	4.2%	5.2%
RARELY	2	1691	9.6%	10.2%
SOMETIMES	3	6438	36.6%	39.8%
FREQUENTLY	4	7175	40.7%	44.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	340	1.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50G

Tape Pos. 240-240
Format: I1

F2P50G TOOK DAY TRIPS/VACATIONS WITH TEEN

Taking day trips or vacations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	1373	7.8%	9.8%
RARELY	2	2491	14.1%	15.5%
SOMETIMES	3	7429	42.2%	45.3%
FREQUENTLY	4	4743	26.9%	29.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	354	2.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50H

Tape Pos. 241-241
Format: I1

F2P50H WORKED ON HOBBY/PLAYED SPORTS WITH TEEN

Working on a hobby or playing sports

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	2861	16.2%	19.2%
RARELY	2	3804	21.6%	22.0%
SOMETIMES	3	5955	33.8%	37.2%
FREQUENTLY	4	3381	19.2%	21.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	388	2.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 50I
Tape Pos. 242-242
Format: I1

F2P50I WENT SHOPPING WITH TEEN

Going shopping

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	686	3.9%	4.7%
RARELY	2	2073	11.8%	12.4%
SOMETIMES	3	6680	37.9%	40.5%
FREQUENTLY	4	6587	37.4%	42.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	366	2.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50J
Tape Pos. 243-243
Format: I1

F2P50J WENT TO RESTAURANTS/ATE OUT WITH TEEN

Going to restaurants/eating out

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	468	2.7%	3.3%
RARELY	2	1572	8.9%	9.8%
SOMETIMES	3	7030	39.9%	43.3%
FREQUENTLY	4	6997	39.7%	43.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	320	1.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50K
Tape Pos. 244-244
Format: I1

F2P50K SPENT TIME TALKING WITH TEEN

Spending time just talking together

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	181	1.0%	1.1%
RARELY	2	708	4.0%	4.3%
SOMETIMES	3	4681	26.6%	27.7%
FREQUENTLY	4	10506	59.7%	66.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	318	1.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 50L
Tape Pos. 245-245
Format: I1

F2P50L DID SOMETHING ELSE FUN WITH TEEN

Doing something else fun together

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	432	2.5%	2.9%
RARELY	2	1697	9.6%	9.9%
SOMETIMES	3	7241	41.1%	43.8%
FREQUENTLY	4	6665	37.8%	43.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	360	2.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 51

Are there family rules that are enforced for your teenager about any of the following activities?

Question 51A
Tape Pos. 246-246
Format: I1

F2P51A FAMILY RULE ABOUT MAINTAINING GRADE AVG

Maintaining a certain grade average

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9795	55.6%	61.5%
NO	2	4466	25.4%	26.3%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	3	1414	8.0%	12.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	716	4.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 51B
Tape Pos. 247-247
Format: I1

F2P51B FAMILY RULE ABOUT DOING HOMEWORK

Doing homework

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11185	63.5%	70.2%
NO	2	3082	17.5%	17.6%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	3	1413	8.0%	12.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	713	4.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 51C
Tape Pos. 248-248
Format: I1

F2P51C FAMILY RULE ABT ATTENDING SCHL REGULARLY

Attending school regularly

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12879	73.1%	80.3%
NO	2	1398	7.9%	7.5%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	3	1411	8.0%	12.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	704	4.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52

Please read each of the qualities listed below and rate how important it is that a teenager have each of these qualities. Please rate the qualities on a scale of 1 to 5, where 1 = not very important, and 5 = very important.

How important is it that a teenager...

Question 52A
Tape Pos. 249-249
Format: I1

F2P52A IMPRTNT THT A TEEN TRIES HARD TO SUCCEED

Tries hard to succeed?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	61	0.3%	0.5%
	2	91	0.5%	0.5%
	3	981	5.6%	5.9%
	4	3626	20.6%	21.2%
EXTREMELY IMPORTANT	5	11489	65.2%	71.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	144	0.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52B

Tape Pos. 250-250
Format: I1

F2P52B IMPORTANT THAT A TEEN IS HONEST

Is honest?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	69	0.4%	0.5%
	2	62	0.4%	0.4%
	3	251	1.4%	1.7%
	4	1104	6.3%	6.5%
EXTREMELY IMPORTANT	5	14738	83.7%	90.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	170	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52C

Tape Pos. 251-251
Format: I1

F2P52C IMPRTNT THAT A TEEN HAS SOUND JUDGEMENT

Has good sense and sound judgment?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	65	0.4%	0.5%
	2	71	0.4%	0.5%
	3	539	3.1%	3.8%
	4	2818	16.0%	16.8%
EXTREMELY IMPORTANT	5	12759	72.5%	78.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	143	0.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52D

Tape Pos. 252-252
Format: I1

F2P52D IMPORTANT THAT A TEEN HAS SELF-CONTROL

Has self-control?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	79	0.4%	0.7%
	2	79	0.4%	0.5%
	3	650	3.7%	4.2%
	4	3441	19.5%	20.0%
EXTREMELY IMPORTANT	5	11968	68.0%	74.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	176	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52E

Tape Pos. 253-253
Format: I1

F2P52E IMPRTNT THAT A TEEN GETS ALONG W/ PEERS

Gets along well with his/her peers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	84	0.5%	0.6%
	2	133	0.8%	0.7%
	3	1705	9.7%	10.3%
	4	5548	31.5%	33.0%
EXTREMELY IMPORTANT	5	8775	49.8%	55.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	149	0.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52F

Tape Pos. 254-254
Format: I1

F2P52F IMPORTANT THAT A TEEN OBEYS PARENTS

Obeys his/her parents?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	82	0.5%	0.5%
	2	115	0.7%	0.7%
	3	937	5.3%	5.3%
	4	3948	22.4%	23.1%
EXTREMELY IMPORTANT	5	11165	63.4%	70.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	147	0.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52G

Tape Pos. 255-255
Format: I1

F2P52G IMPORTANT THAT A TEEN IS RESPONSIBLE

Is responsible?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	81	0.5%	0.7%
	2	55	0.3%	0.4%
	3	403	2.3%	2.7%
	4	2523	14.3%	14.9%
EXTREMELY IMPORTANT	5	13162	74.7%	81.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	169	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52H

Tape Pos. 256-256
Format: I1

F2P52H IMPORTANT THAT A TEEN IS CONSIDERATE

Is considerate of others?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	68	0.4%	0.6%
	2	64	0.4%	0.4%
	3	530	3.0%	3.3%
	4	3054	17.3%	18.3%
EXTREMELY IMPORTANT	5	12505	71.0%	77.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	174	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52I

Tape Pos. 257-257
Format: I1

F2P52I IMPRTNT THT A TEEN INTERESTED IN HOW/WHY

Is interested in how and why things happen?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	107	0.6%	0.9%
	2	162	0.9%	0.9%
	3	1896	10.8%	11.4%
	4	5795	32.9%	34.7%
EXTREMELY IMPORTANT	5	8275	47.0%	52.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	158	0.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52J
Tape Pos. 258-258
Format: I1

F2P52J IMPORTANT THAT A TEEN IS A GOOD STUDENT

Is a good student?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	105	0.6%	0.9%
	2	137	0.8%	0.9%
	3	1798	10.2%	11.3%
	4	5267	29.9%	30.4%
EXTREMELY IMPORTANT	5	8875	50.4%	56.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	210	1.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52K
Tape Pos. 259-259
Format: I1

F2P52K IMPRTNT THAT A TEEN STNDS UP FOR BELIEFS

Stands up for what he or she believes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	57	0.3%	0.3%
	2	50	0.3%	0.3%
	3	529	3.0%	3.0%
	4	3239	18.4%	19.4%
EXTREMELY IMPORTANT	5	12369	70.2%	77.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	151	0.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 52L
Tape Pos. 260-260
Format: I1

F2P52L IMPRTNT THAT A TEEN RESISTS PEER PRESSUR

Is able to resist pressure from peers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT VERY IMPORTANT	1	91	0.5%	0.6%
	2	105	0.6%	0.7%
	3	641	3.6%	4.3%
	4	2583	14.7%	15.4%
EXTREMELY IMPORTANT	5	12803	72.7%	79.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	172	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 53
Tape Pos. 261-261
Format: I1

F2P53 R KNOWS 1ST NAME OF TEEN'S FRIENDS

Do you know the first name (or nickname) of any of your teenager's close friends?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	15455	87.8%	94.6%
NO	2	827	4.7%	5.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	112	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54

Please list the first names (or nicknames) of your teenager's close friends and indicate: (A) whether the friend attends school with your teenager, and (B) whether you know the parent/s of that teenager.

Question 54A1
Tape Pos. 262-262
Format: I1

F2P54A1 1ST FRIEND ATTENDS SAME SCHOOL

First friend attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11267	64.0%	74.7%
NO	2	2172	12.3%	15.9%
NOT APPLICABLE (TEEN NOT IN SCHOOL)	3	984	5.6%	9.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	25	0.1%	(MISS)
MISSING	8	1120	6.4%	(MISS)
LEGITIMATE SKIP	9	827	4.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54B1
Tape Pos. 263-263
Format: I1

F2P54B1 R KNOWS PARENT(S) OF TEEN'S 1ST FRIEND

I know parent(s) of the first friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12347	70.1%	82.6%
NO	2	2452	13.9%	17.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	768	4.4%	(MISS)
LEGITIMATE SKIP	9	827	4.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54A2
Tape Pos. 264-264
Format: I1

F2P54A2 2ND FRIEND ATTENDS SAME SCHOOL

Second friend attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10611	60.3%	73.1%
NO	2	2302	13.1%	18.1%
NOT APPLICABLE (TEEN NOT IN SCHOOL)	3	890	5.1%	8.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	13	0.1%	(MISS)
MISSING	8	1077	6.1%	(MISS)
LEGITIMATE SKIP	9	1502	8.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54B2
Tape Pos. 265-265
Format: I1

F2P54B2 R KNOWS PARENT(S) OF TEEN'S 2ND FRIEND

I know parent(s) of the second friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10789	61.3%	75.5%
NO	2	3320	18.9%	24.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	784	4.5%	(MISS)
LEGITIMATE SKIP	9	1502	8.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54A3

Tape Pos. 266-266
Format: I1

F2P54A3 3RD FRIEND ATTENDS SAME SCHOOL

Third friend attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9108	51.7%	72.0%
NO	2	2331	13.2%	20.1%
NOT APPLICABLE (TEEN NOT IN SCHOOL)	3	725	4.1%	7.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	13	0.1%	(MISS)
MISSING	8	1054	6.0%	(MISS)
LEGITIMATE SKIP	9	3164	18.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54B3

Tape Pos. 267-267
Format: I1

F2P54B3 R KNOWS PARENT(S) OF TEEN'S 3RD FRIEND

I know parent(s) of the third friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9010	51.2%	71.5%
NO	2	3444	19.6%	28.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	776	4.4%	(MISS)
LEGITIMATE SKIP	9	3164	18.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54A4

Tape Pos. 268-268
Format: I1

F2P54A4 4TH FRIEND ATTENDS SAME SCHOOL

Fourth friend attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7192	40.8%	69.8%
NO	2	2161	12.3%	22.7%
NOT APPLICABLE (TEEN NOT IN SCHOOL)	3	546	3.1%	7.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	900	5.1%	(MISS)
LEGITIMATE SKIP	9	5588	31.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54B4

Tape Pos. 269-269
Format: I1

F2P54B4 R KNOWS PARENT(S) OF TEEN'S 4TH FRIEND

I know parent(s) of the fourth friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7051	40.0%	68.9%
NO	2	2999	17.0%	31.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	756	4.3%	(MISS)
LEGITIMATE SKIP	9	5588	31.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54A5

Tape Pos. 270-270
Format: I1

F2P54A5 5TH FRIEND ATTENDS SAME SCHOOL

Fifth friend attends same school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5574	31.7%	67.8%
NO	2	1841	10.5%	24.2%
NOT APPLICABLE (TEEN NOT IN SCHOOL)	3	460	2.6%	8.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	864	4.9%	(MISS)
LEGITIMATE SKIP	9	7648	43.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 54B5

Tape Pos. 271-271
Format: I1

F2P54B5 R KNOWS PARENT(S) OF TEEN'S 5TH FRIEND

I know parent(s) of the fifth friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5541	31.5%	66.8%
NO	2	2459	14.0%	33.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	746	4.2%	(MISS)
LEGITIMATE SKIP	9	7648	43.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 55

Tape Pos. 272-273
Format: I2

F2P55 # PARENTS R TALKS TO W/TEENS AT SAME SCH

How many parents do you talk to from time to time who have teenagers who attend the same school as your teenager? (If you know both the father and mother in one family, please consider them together as one parent.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	1128	6.4%	9.0%
ONE OR TWO	02	3184	18.1%	21.4%
THREE TO FIVE	03	4149	23.6%	27.0%
SIX TO 10	04	2872	16.3%	17.6%
ELEVEN TO 20	05	1414	8.0%	8.7%
MORE THAN 20	06	1510	8.6%	8.7%
NOT APPLICABLE (TEEN NOT IN SCHOOL)	07	830	4.7%	7.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	12	0.1%	(MISS)
MISSING	98	469	2.7%	(MISS)
LEGITIMATE SKIP	99	827	4.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 56

How often do you talk to the parents of your teenager's friends about each of the following topics?

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Question 56A

Tape Pos. 274-274
Format: I1

F2P56A DISCUSS THINGS AT TEEN'S SCH W/OTH PARNT

Things that are going on at your teenager's school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELDOM OR NEVER	1	5357	30.4%	35.1%
ONCE OR TWICE A MONTH	2	5888	33.4%	35.2%
ONCE OR TWICE A WEEK	3	2427	13.8%	14.5%
ALMOST EVERY DAY	4	549	3.1%	3.4%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	5	1342	7.6%	11.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	830	4.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 56B

Tape Pos. 275-275
Format: I1

F2P56B DISCUSS TEEN'S EDUC PLANS W/OTH PARENTS

Your teenager's educational plans for after high school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELDOM OR NEVER	1	6102	34.7%	40.1%
ONCE OR TWICE A MONTH	2	5886	33.4%	34.9%
ONCE OR TWICE A WEEK	3	1839	10.4%	10.7%
ALMOST EVERY DAY	4	412	2.3%	2.5%
DOES NOT APPLY (TEEN NOT IN SCHOOL)	5	1334	7.6%	11.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	819	4.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 56C

Tape Pos. 276-276
Format: I1

F2P56C DISCUSS TEEN'S CAREER PLANS W/OTH PARNT

You teenager's career plans

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELDOM OR NEVER	1	7989	45.4%	52.7%
ONCE OR TWICE A MONTH	2	5806	33.0%	34.8%
ONCE OR TWICE A WEEK	3	1593	9.0%	9.6%
ALMOST EVERY DAY	4	448	2.5%	2.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	558	3.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 57

Please respond to the following statements about your teenager and your teenager's friends.

Question 57A

Tape Pos. 277-277
Format: I1

F2P57A DRINKING IS PROBLEM AMONG TEEN'S FRIENDS

Drinking is a problem among my teenager's friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	764	4.3%	5.1%
AGREE	2	2068	11.7%	12.9%
DISAGREE	3	5862	33.3%	36.3%
STRONGLY DISAGREE	4	6438	36.6%	38.3%
DON'T KNOW	5	1110	6.3%	7.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	153	0.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 57B

Tape Pos. 278-278
Format: I1

F2P57B R'S TEEN HAS A DRINKING PROBLEM

My teenager has a drinking problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	301	1.7%	2.1%
AGREE	2	346	2.0%	2.6%
DISAGREE	3	4190	23.8%	27.9%
STRONGLY DISAGREE	4	11098	63.0%	65.5%
DON'T KNOW	5	310	1.8%	1.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	150	0.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 57C

Tape Pos. 279-279
Format: I1

F2P57C DRUG USE IS PROBLEM AMONG TEEN'S FRIENDS

Drug use is a problem among my teenager's friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	379	2.2%	2.4%
AGREE	2	764	4.3%	5.2%
DISAGREE	3	4936	28.0%	32.0%
STRONGLY DISAGREE	4	9147	51.9%	54.0%
DON'T KNOW	5	1005	5.7%	6.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	163	0.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 57D

Tape Pos. 280-280
Format: I1

F2P57D R'S TEEN HAS A DRUG PROBLEM

My teenager has a drug problem

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	265	1.5%	1.7%
AGREE	2	161	0.9%	1.2%
DISAGREE	3	3524	20.0%	24.7%
STRONGLY DISAGREE	4	11945	67.8%	70.2%
DON'T KNOW	5	320	1.8%	2.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	179	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 57E

Tape Pos. 281-281
Format: I1

F2P57E DRINKING AMONG TEENS FRIENDS IS BAD INFL

Drinking among my teenager's friends has been a bad influence on my teenager

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	577	3.3%	4.1%
AGREE	2	1421	8.1%	9.7%
DISAGREE	3	4805	27.3%	30.9%
STRONGLY DISAGREE	4	8891	50.5%	52.5%
DON'T KNOW	5	508	2.9%	2.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	192	1.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 57F

Tape Pos. 282-282
Format: I1

F2P57F DRUG USE AMONG TEENS FRIENDS IS BAD INFL

Drug use among my teenager's friends has been a bad influence on my teenager

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	409	2.3%	2.7%
AGREE	2	641	3.6%	4.3%
DISAGREE	3	4563	25.9%	30.5%
STRONGLY DISAGREE	4	9981	56.7%	58.8%
DON'T KNOW	5	606	3.4%	3.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	194	1.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 57G

Tape Pos. 283-283
Format: I1

F2P57G THEFT, VIOLENCE PRBLMS AMONG TEENS FRNDS

Theft and violence are a problem among my teenager's friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
STRONGLY AGREE	1	351	2.0%	2.2%
AGREE	2	676	3.8%	4.9%
DISAGREE	3	4469	25.4%	30.0%
STRONGLY DISAGREE	4	10079	57.2%	59.0%
DON'T KNOW	5	640	3.6%	4.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	179	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 58

Tape Pos. 284-284
Format: I1

F2P58 HOW MANY YEARS HAS R LIVED IN NEIGHBORHD

How many years have you lived in your neighborhood?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN ONE YEAR	1	447	2.5%	3.3%
ONE TO THREE YEARS	2	1337	7.6%	10.2%
THREE TO FIVE YEARS	3	1500	8.5%	11.2%
FIVE TO TEN YEARS	4	3316	18.8%	19.8%
MORE THAN TEN YEARS	5	9730	55.3%	55.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	65	0.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 59

Tape Pos. 285-285
Format: I1

F2P59 HOW INVOLVED R FEELS IN NEIGHBORHOOD

Do you feel as though you are a part of your neighborhood or community, or do you think of it more as just a place to live?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JUST A PLACE TO LIVE	1	3727	21.2%	24.0%
FEEL A PART OF THE NEIGHBORHOOD/COMMUNITY	2	12497	71.0%	76.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	170	1.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 60

Tape Pos. 286-286
Format: I1

F2P60 HOW SAFE IS NEIGHBORHOOD

How would you rate your neighborhood in terms of safety for yourself and your family?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
VERY SAFE	1	9888	56.1%	58.7%
SOMEWHAT SAFE	2	5342	30.3%	34.0%
SOMEWHAT UNSAFE	3	796	4.5%	5.6%
VERY UNSAFE	4	223	1.3%	1.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	146	0.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

IV. YOUR TEENAGER'S FUTURE PLANS

Question 61

Tape Pos. 287-288
Format: I2

F2P61 HOW FAR IN SCHOOL R EXPECTS TEEN TO GO

How far in school do you want your teenager to go?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
LESS THAN HIGH SCHOOL GRADUATION	01	36	0.2%	0.3%
HIGH SCHOOL GRADUATION ONLY	02	733	4.2%	5.0%
LESS THAN TWO YEARS VOCATIONAL, TRADE OR BUSINESS.	03	368	2.1%	2.4%
TWO YEARS OR MORE VOCATIONAL, TRADE OR BUSINESS	04	1406	8.0%	10.2%
LESS THAN TWO YEARS OF COLLEGE	06	108	0.6%	0.6%
TWO OR MORE YEARS OF COLLEGE	07	1111	6.3%	7.1%
FINISH COLLEGE	08	5936	33.7%	37.3%
MASTERS DEGREE OR EQUIVALENT	09	3559	20.2%	20.2%
Ph.D. OR M.D., OR OTHER PROFESSIONAL DEGREE	10	3080	17.5%	16.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	58	0.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: The data values have been recoded in order to maintain comparability with previous NCES studies. In the recode, value 5 was not used.

Question 62

Have you ever encouraged your teenager to get a book, a manual, or a computer program, or to take a course that would help him/her to prepare for any of the following tests?

Question 62A

Tape Pos. 289-289
Format: I1

F2P62A R ENCOURAGED TEEN TO PREPARE FOR SAT

Scholastic Aptitude Test (SAT)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I HAVE ENCOURAGED MY TEENAGER TO PREPARE FOR THIS TEST	1	11474	65.2%	70.3%
NO, MY TEENAGER NEEDS TO TAKE THIS BUT HE/SHE DOES NOT NEED TO PREPARE FOR THIS TEST	2	1075	6.1%	6.5%
NO, I HAVE ANOTHER REASON FOR NOT ENCOURAGING MY TEENAGER TO PREPARE FOR THIS TEST	3	1375	7.8%	9.9%
NO, BECAUSE I DON'T THINK MY TEENAGER NEEDS TO TAKE THIS TEST	4	1060	6.0%	6.8%
NO, BECAUSE I HAVE NEVER HEARD OF THIS TEST	5	913	5.2%	6.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	496	2.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 62B

Tape Pos. 290-290
Format: I1

F2P62B R ENCOURAGED TEEN TO PREPARE FOR ACT

American College Test (ACT)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I HAVE ENCOURAGED MY TEENAGER TO PREPARE FOR THIS TEST	1	8875	50.4%	55.8%
NO, MY TEENAGER NEEDS TO TAKE THIS BUT HE/SHE DOES NOT NEED TO PREPARE FOR THIS TEST	2	1070	6.1%	6.2%
NO, I HAVE ANOTHER REASON FOR NOT ENCOURAGING MY TEENAGER TO PREPARE FOR THIS TEST	3	1456	8.3%	10.6%
NO, BECAUSE I DON'T THINK MY TEENAGER NEEDS TO TAKE THIS TEST	4	2163	12.3%	12.3%
NO, BECAUSE I HAVE NEVER HEARD OF THIS TEST	5	2142	12.2%	15.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	687	3.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 62C

Tape Pos. 291-291
Format: I1

F2P62C R ENCOURAGED TEEN TO PREPARE FOR ASVAB

Armed Services Vocational Aptitude Battery (ASVAB)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I HAVE ENCOURAGED MY TEENAGER TO PREPARE FOR THIS TEST	1	2482	14.1%	18.7%
NO, MY TEENAGER NEEDS TO TAKE THIS BUT HE/SHE DOES NOT NEED TO PREPARE FOR THIS TEST	2	849	4.8%	5.1%
NO, I HAVE ANOTHER REASON FOR NOT ENCOURAGING MY TEENAGER TO PREPARE FOR THIS TEST	3	1620	9.2%	12.0%
NO, BECAUSE I DON'T THINK MY TEENAGER NEEDS TO TAKE THIS TEST	4	5846	33.2%	34.4%
NO, BECAUSE I HAVE NEVER HEARD OF THIS TEST	5	4674	26.5%	29.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	14	0.1%	(MISS)
MISSING	8	910	5.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 62D

Tape Pos. 292-292
Format: I1

F2P62D R ENCOURAGED TEEN TO PREPARE FOR GED

General Education Development Test (GED)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, I HAVE ENCOURAGED MY TEENAGER TO PREPARE FOR THIS TEST	1	2778	15.8%	22.2%
NO, MY TEENAGER NEEDS TO TAKE THIS BUT HE/SHE DOES NOT NEED TO PREPARE FOR THIS TEST	2	620	3.5%	3.9%
NO, I HAVE ANOTHER REASON FOR NOT ENCOURAGING MY TEENAGER TO PREPARE FOR THIS TEST	3	832	4.7%	5.7%
NO, BECAUSE I DON'T THINK MY TEENAGER NEEDS TO TAKE THIS TEST	4	9884	56.1%	60.6%
NO, BECAUSE I HAVE NEVER HEARD OF THIS TEST	5	1340	7.6%	7.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	934	5.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 63

Tape Pos. 293-293
Format: I1

F2P63 R TALKED TO TEEN ABOUT APPLYING FOR COLL

In the past year, how often have you talked to your teenager about applying to a vocational/technical school, college, or university for education after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	681	3.9%	4.8%
RARELY	2	533	3.0%	3.7%
SOMETIMES	3	2871	16.3%	18.2%
OFTEN	4	12215	69.4%	73.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	94	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 64

Tape Pos. 294-294
Format: I1

F2P64 HAS TEEN APPLIED TO COLLEGE/VOTECH SCHL

Has your teenager applied for admission to any vocational/technical school, college, or university for next year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11170	63.4%	62.8%
NO	2	5136	29.2%	37.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	88	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 65

In which of the following ways have you and/or your spouse/partner helped your teenager make decisions about where to apply for further education after high school?

Question 65A

Tape Pos. 295-295
Format: I1

F2P65A TEEN WANTS TO DECIDE ABT COLL BY SELF

Offered assistance, but our teenager wants to do this himself/herself

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7415	42.1%	67.3%
NO	2	3679	20.9%	32.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	165	0.9%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 65B

Tape Pos. 296-296
Format: I1

F2P65B R TALKED TO TEEN ABOUT PARTICULAR SCHLS

Talked to our teenager about particular schools

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9932	56.4%	88.8%
NO	2	1160	6.6%	11.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	167	0.9%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 65C

Tape Pos. 297-297
Format: I1

F2P65C R TALKED TO TEEN IN GENERAL ABOUT SCHLS

Talked to our teenager about general qualities that we feel a school should have

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8904	50.6%	79.3%
NO	2	2187	12.4%	20.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	168	1.0%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 65D

Tape Pos. 298-298
Format: I1

F2P65D R GAVE TEEN INFORMATION FROM SCHOOL

Gave our teenager information (brochure, booklet) that we received from school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7776	44.2%	70.6%
NO	2	3314	18.8%	29.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	168	1.0%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 65E

Tape Pos. 299-299
Format: I1

F2P65E R OFFERED TO TAKE TEEN TO PRVT COUNSELOR

Offered to take our teenager to a private college counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3189	18.1%	28.7%
NO	2	7901	44.9%	71.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	169	1.0%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66

How important is or was each of the following in your teenager's choice of a school to attend after high school?

Question 66A

Tape Pos. 300-300
Format: I1

F2P66A TEEN'S COLLEGE- IMPORTANCE OF LOW COST

Low expenses (tuition, books, room and board)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2088	11.9%	15.8%
SOMEWHAT IMPORTANT	2	4940	28.1%	44.6%
VERY IMPORTANT	3	3991	22.7%	39.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	240	1.4%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66B

Tape Pos. 301-301
Format: I1

F2P66B TEEN'S COLLEGE- IMPORTANCE FINANCIAL AID

Availability of financial aid, such as a school loan, scholarship, or grant

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2450	13.9%	18.9%
SOMEWHAT IMPORTANT	2	2871	16.3%	25.8%
VERY IMPORTANT	3	5712	32.4%	55.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	226	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66C

Tape Pos. 302-302
Format: I1

F2P66C TEEN'S COLLEGE- IMPORTANCE OF CURRICULUM

Availability of specific courses or curriculum

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	419	2.4%	3.7%
SOMEWHAT IMPORTANT	2	2942	16.7%	24.8%
VERY IMPORTANT	3	7658	43.5%	71.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	239	1.4%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66D

Tape Pos. 303-303
Format: I1

F2P66D TEEN'S COLLEGE- IMPORTANCE OF SPORT PROG

Strong reputation of the school's athletic programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	7546	42.9%	68.1%
SOMEWHAT IMPORTANT	2	2083	11.8%	18.6%
VERY IMPORTANT	3	1400	8.0%	13.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	230	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66E

Tape Pos. 304-304
Format: I1

F2P66E TEEN'S COLLEGE- IMPRTNCE OF SOCIAL LIFE

Active social life at the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	5098	28.9%	47.1%
SOMEWHAT IMPORTANT	2	4615	26.2%	40.4%
VERY IMPORTANT	3	1311	7.4%	12.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	235	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 66F

Tape Pos. 305-305
Format: I1

F2P66F TEEN'S COLLEGE- IMPRTNCE OF LIVE AT HOME

Ability to attend school while living at home

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	5579	31.7%	45.5%
SOMEWHAT IMPORTANT	2	2277	12.9%	22.6%
VERY IMPORTANT	3	3178	18.0%	31.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	223	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66G

Tape Pos. 306-306
Format: I1

F2P66G TEEN'S COLLEGE- IMPORTANC LIVE AWAY HOME

Chance to live away from home

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	4147	23.5%	38.5%
SOMEWHAT IMPORTANT	2	4254	24.2%	39.5%
VERY IMPORTANT	3	2606	14.8%	22.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	251	1.4%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66H

Tape Pos. 307-307
Format: I1

F2P66H TEEN'S COLLEGE- IMPRTNCE RELIGIOUS ENVIR

A religious environment

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	5243	29.8%	44.1%
SOMEWHAT IMPORTANT	2	3488	19.8%	32.8%
VERY IMPORTANT	3	2304	13.1%	23.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	222	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66I

Tape Pos. 308-308
Format: I1

F2P66I TEEN'S COLLEGE- IMPORTANCE OF LOW CRIME

A low-crime environment

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	772	4.4%	6.5%
SOMEWHAT IMPORTANT	2	3127	17.8%	27.5%
VERY IMPORTANT	3	7128	40.5%	66.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	232	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66J

Tape Pos. 309-309
Format: I1

F2P66J TEEN'S COLLEGE- IMPORTANCE JOB PLACEMENT

A good record for placing graduates in jobs

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	788	4.5%	6.9%
SOMEWHAT IMPORTANT	2	3301	18.7%	28.6%
VERY IMPORTANT	3	6930	39.4%	64.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	240	1.4%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66K

Tape Pos. 310-310
Format: I1

F2P66K TEEN'S COLLEGE- IMP OF GRAD SCH PLACEMNT

A good record for placing graduates in graduate school

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	1747	9.9%	16.7%
SOMEWHAT IMPORTANT	2	3686	20.9%	32.6%
VERY IMPORTANT	3	5552	31.5%	50.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	274	1.6%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66L

Tape Pos. 311-311
Format: I1

F2P66L TEEN'S COLLEGE- IMPORTNC OF ACADEMIC REP

Strong reputation of the school's academic programs

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	333	1.9%	2.9%
SOMEWHAT IMPORTANT	2	2397	13.6%	22.9%
VERY IMPORTANT	3	8296	47.1%	74.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	233	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66M

Tape Pos. 312-312
Format: I1

F2P66M TEEN'S COLLEGE- EASY ADMISSION STANDARDS

Easy admissions standards

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
NOT IMPORTANT	1	5210	29.6%	43.6%
SOMEWHAT IMPORTANT	2	3606	20.5%	34.3%
VERY IMPORTANT	3	2128	12.1%	22.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	315	1.8%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66N
Tape Pos. 313-313
Format: I1

F2P66N TEEN'S COLLEGE- DESIRED PROGRAM AVAILBLE

Availability of a degree program that will allow my teen to get a job in his/her chosen field

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	441	2.5%	3.5%
SOMEWHAT IMPORTANT	2	2146	12.2%	17.8%
VERY IMPORTANT	3	8438	47.9%	78.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	234	1.3%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66O
Tape Pos. 314-314
Format: I1

F2P66O TEEN'S COLLEGE- IMP OF RACIAL/ETHNC COMP

Racial/ethnic composition of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	5958	33.8%	54.0%
SOMEWHAT IMPORTANT	2	3341	19.0%	29.4%
VERY IMPORTANT	3	1663	9.4%	16.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	296	1.7%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66P
Tape Pos. 315-315
Format: I1

F2P66P TEEN'S COLLEGE- IMP OF SIZE OF SCHOOL

Size of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	4207	23.9%	40.3%
SOMEWHAT IMPORTANT	2	4856	27.6%	43.1%
VERY IMPORTANT	3	1936	11.0%	16.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	260	1.5%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66Q
Tape Pos. 316-316
Format: I1

F2P66Q TEEN'S COLLEGE- IMP OF GEOGRPHC LOCATION

Geographic location of the school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	2282	13.0%	20.6%
SOMEWHAT IMPORTANT	2	5502	31.2%	49.3%
VERY IMPORTANT	3	3228	18.3%	30.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	247	1.4%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 66R
Tape Pos. 317-317
Format: I1

F2P66R TEEN'S COLLEGE- IMP OF ATTEND R'S SCHL

Ability to attend the same school my spouse/partner or I attended

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT IMPORTANT	1	10009	56.8%	90.8%
SOMEWHAT IMPORTANT	2	688	3.9%	6.4%
VERY IMPORTANT	3	296	1.7%	2.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	264	1.5%	(MISS)
LEGITIMATE SKIP	9	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 67
Tape Pos. 318-319
Format: I2

F2P67 VISITED HOW MANY SCHOOLS WITH TEEN

When you and/or your teenager were deciding which school he/she would attend after high school, how many different schools did you visit with him/her?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	3281	18.6%	30.5%
ONE	02	2257	12.8%	21.2%
TWO	03	2269	12.9%	21.5%
THREE OR FOUR	04	2153	12.2%	19.2%
FIVE TO SEVEN	05	785	4.5%	5.6%
EIGHT TO TEN	06	245	1.4%	1.2%
ELEVEN OR MORE	07	125	0.7%	0.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	143	0.8%	(MISS)
LEGITIMATE SKIP	99	5136	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 68
Tape Pos. 320-320
Format: I1

F2P68 A PARTICULAR CAREER INTERESTS YOUR TEEN

Has your teenager expressed an interest in a particular job or profession?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13268	75.3%	80.6%
NO	2	3021	17.2%	19.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	106	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 69

Tape Pos. 321-322
Format: I2

F2P69 JOB OR OCCUPATION THAT INTERESTS TEEN

Which of the categories below comes closest to describing the job or occupation your teenager is interested in?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OFFICE WORKER SUCH AS DATA ENTRY CLERK, BANK TELLER, BOOKKEEPER, SECRETARY, WORD PROCESSOR, MAIL CARRIER, TICKET AGENT..................	01	418	2.4%	3.2%
TRADESPERSON SUCH AS BAKER, AUTO MECHANIC, HOUSEPAINTER, PLUMBER, PHONE CABLE INSTALLER, CARPENTER..........	02	585	3.3%	5.1%
FARMER, FARM MANAGER..........	03	70	0.4%	0.8%
FULL-TIME HOMEMAKER..........	04	26	0.1%	0.2%
LABORER SUCH AS CONSTRUCTION WORKER, CAR WASHER, GARBAGE COLLECTOR, FARM WORKER........	05	122	0.7%	1.1%
MANAGER SUCH AS SALES MANAGER, SCHOOL ADMINISTRATOR, RETAIL BUYER, RESTAURANT MANAGER, GOVERNMENT ADMINISTRATOR......	06	419	2.4%	3.1%
MILITARY SUCH AS CAREER OFFICER OR ENLISTED PERSON IN THE ARMED FORCES..............	07	477	2.7%	3.9%
OPERATOR OF MACHINES OR TOOLS, SUCH AS MEAT CUTTER, ASSEMBLER, WELDER, TAXICAB/BUS/TRUCK DRIVER......	08	142	0.8%	1.1%
PROFESSIONAL SUCH AS ACCOUNTANT, REGISTERED NURSE, ENGINEER, BANKER, LIBRARIAN, WRITER, SOCIAL WORKER, ACTOR, ATHLETE, ARTIST, POLITICIAN, BUT NOT INCLUDING SCHOOL TEACHER.......................	09	4023	22.8%	30.1%
PROFESSIONAL SUCH AS MINISTER, DENTIST, DOCTOR, LAWYER, SCIENTIST, COLLEGE TEACHER.......................	10	2512	14.3%	16.9%
OWNER OF A SMALL BUSINESS OR RESTAURANT, CONTRACTOR........	11	222	1.3%	1.9%
PROTECTIVE SERVICES SUCH AS POLICE OFFICER, FIREFIGHTER, DETECTIVE, SHERIFF, SECURITY GUARD.........................	12	491	2.8%	4.1%
SALES SUCH AS SALES REPRESENTATIVE, ADVERTISING OR INSURANCE AGENT, REAL ESTATE BROKER................	13	108	0.6%	0.9%
SCHOOL TEACHER SUCH AS ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL, BUT NOT COLLEGE..	14	957	5.4%	6.8%
SERVICE WORKER SUCH AS HAIR STYLIST, PRACTICAL NURSE, CHILD CARE WORKER, WAITER, DOMESTIC, JANITOR..............	15	471	2.7%	4.2%
TECHNICAL SUCH AS COMPUTER PROGRAMMER, MEDICAL OR DENTAL TECHNICIAN, DRAFTSPERSON......	16	886	5.0%	7.8%
OTHER.......................	17	1099	6.2%	8.8%
RESERVED CODES:				
NO PARENT QUEX.............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	96	222	1.3%	(MISS)
MISSING....................	98	124	0.7%	(MISS)
LEGITIMATE SKIP............	99	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70

Listed below are sources of information that might help a person get an entry-level full time job or find out where to go for training or education in a particular field. Mark what you think are your teenager's best sources of information for the particular job or profession that you described in question 69.

Question 70A

Tape Pos. 323-323
Format: I1

F2P70A R, SPOUSE/PTNR IS BEST SOURC OF JOB INFO

You or your spouse/partner

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	6775	38.5%	50.9%
NO............................	2	6319	35.9%	49.1%
RESERVED CODES:				
NO PARENT QUEX.............		1215	6.9%	(MISS)
MISSING....................	8	280	1.6%	(MISS)
LEGITIMATE SKIP............	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70B

Tape Pos. 324-324
Format: I1

F2P70B OTH RELATIVE IS BEST SOURCE OF JOB INFO

Someone else in the family (for example, an older brother or sister, aunt, uncle or cousin)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	5579	31.7%	43.6%
NO............................	2	7512	42.7%	56.4%
RESERVED CODES:				
NO PARENT QUEX.............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	6	1	0.0%	(MISS)
MISSING....................	8	282	1.6%	(MISS)
LEGITIMATE SKIP............	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70C

Tape Pos. 325-325
Format: I1

F2P70C FAMILY FRIEND IS BEST SOURCE OF JOB INFO

A close family friend

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	5599	31.8%	43.6%
NO............................	2	7491	42.5%	56.4%
RESERVED CODES:				
NO PARENT QUEX.............		1215	6.9%	(MISS)
MISSING....................	8	284	1.6%	(MISS)
LEGITIMATE SKIP............	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70D

Tape Pos. 326-326
Format: I1

F2P70D TEEN'S SCHL IS BEST SOURCE OF JOB INFO

Your teenager's school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	8099	46.0%	62.1%
NO............................	2	4984	28.3%	37.9%
RESERVED CODES:				
NO PARENT QUEX.............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	289	1.6%	(MISS)
LEGITIMATE SKIP............	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70E

Tape Pos. 327-327
Format: I1

F2P70E SCHL COUNSELOR IS BEST SRCE OF JOB INFO

A school counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	8893	50.5%	67.9%
NO............................	2	4193	23.8%	32.1%
RESERVED CODES:				
NO PARENT QUEX.............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	286	1.6%	(MISS)
LEGITIMATE SKIP............	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70F

Tape Pos. 328-328
Format: I1

F2P70F TEEN'S FRIEND IS BEST SOURCE OF JOB INFO

One of your teenager's friends

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	3348	19.0%	27.0%
NO............................	2	9735	55.3%	73.0%
RESERVED CODES:				
NO PARENT QUEX.............		1215	6.9%	(MISS)
MULTIPLE RESPONSE..........	6	2	0.0%	(MISS)
MISSING....................	8	289	1.6%	(MISS)
LEGITIMATE SKIP............	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70G

Tape Pos. 329-329
Format: I1

F2P70G PERSON IN THT FIELD IS BST SRCE JOB INFO

A non-related acquaintance who holds a job in the field

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9191	52.2%	70.5%
NO	2	3894	22.1%	29.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	287	1.6%	(MISS)
LEGITIMATE SKIP	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70H

Tape Pos. 330-330
Format: I1

F2P70H BOOK/MAGAZINE IS BEST SOURCE OF JOB INFO

Books or magazines

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7919	45.0%	61.3%
NO	2	5166	29.3%	38.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	289	1.6%	(MISS)
LEGITIMATE SKIP	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70I

Tape Pos. 331-331
Format: I1

F2P70I VOC SCHL/COLLEGE IS BEST SOURCE JOB INFO

A vocational school or community college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7169	40.7%	58.8%
NO	2	5926	33.7%	41.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	278	1.6%	(MISS)
LEGITIMATE SKIP	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 70J

Tape Pos. 332-332
Format: I1

F2P70J LOCAL BUSINESS IS BEST SRCE OF JOB INFO

A local business or business association

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5648	32.1%	45.3%
NO	2	7436	42.2%	54.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	289	1.6%	(MISS)
LEGITIMATE SKIP	9	3021	17.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 71

Tape Pos. 333-333
Format: I1

F2P71 HAS YOUR TEEN EVER WORKED FOR PAY

Has your teen ever worked for pay?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14502	82.4%	89.6%
NO	2	1748	9.9%	10.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	145	0.8%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 72

When did your teenager last work for pay, not counting work around the house? (If your teenager is currently working, please enter the current month and year.)

Question 72MO

Tape Pos. 334-335
Format: I2

F2P72MO WHAT MONTH DID TEEN LAST WORK FOR PAY

Month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	246	1.4%	2.2%
FEBRUARY	02	179	1.0%	1.4%
MARCH	03	258	1.5%	2.2%
APRIL	04	358	2.0%	2.6%
MAY	05	3328	18.9%	21.9%
JUNE	06	1337	7.6%	9.3%
JULY	07	1483	8.4%	9.5%
AUGUST	08	2947	16.7%	19.4%
SEPTEMBER	09	1168	6.6%	8.6%
OCTOBER	10	1197	6.8%	10.8%
NOVEMBER	11	744	4.2%	7.1%
DECEMBER	12	528	3.0%	4.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	874	5.0%	(MISS)
LEGITIMATE SKIP	99	1748	9.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 72YR

Tape Pos. 336-337
Format: I2

F2P72YR WHAT YEAR DID TEEN LAST WORK FOR PAY

Year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1985	85	3	0.0%	0.0%
1986	86	4	0.0%	0.0%
1987	87	10	0.1%	0.1%
1988	88	37	0.2%	0.3%
1989	89	117	0.7%	1.0%
1990	90	422	2.4%	2.8%
1991	91	1976	11.2%	12.7%
1992	92	11148	63.3%	82.2%
1993	93	56	0.3%	0.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	874	5.0%	(MISS)
LEGITIMATE SKIP	99	1748	9.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 73

When did your teenager start working at the job in which he/she last worked for pay?

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Question 73MO

Tape Pos. 338-339
Format: I2

F2P73MO WHAT MONTH TEEN START WORKING AT LST JOB

Month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	680	3.9%	5.4%
FEBRUARY	02	485	2.8%	3.9%
MARCH	03	727	4.1%	6.0%
APRIL	04	934	5.3%	7.2%
MAY	05	1602	9.1%	11.1%
JUNE	06	3561	20.2%	25.4%
JULY	07	1252	7.1%	10.0%
AUGUST	08	1031	5.9%	7.9%
SEPTEMBER	09	1244	7.1%	9.8%
OCTOBER	10	745	4.2%	6.2%
NOVEMBER	11	529	3.0%	4.4%
DECEMBER	12	361	2.0%	2.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	1496	8.5%	(MISS)
LEGITIMATE SKIP	99	1748	9.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 73YR

Tape Pos. 340-341
Format: I2

F2P73YR WHAT YEAR TEEN STARTD WORKING AT LST JOB

Year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1985	85	24	0.1%	0.2%
1986	86	70	0.4%	0.4%
1987	87	120	0.7%	1.0%
1988	88	387	2.2%	2.8%
1989	89	851	4.8%	6.3%
1990	90	2287	13.0%	16.5%
1991	91	4298	24.4%	31.4%
1992	92	5110	29.0%	41.4%
1993	93	4	0.0%	0.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	1496	8.5%	(MISS)
LEGITIMATE SKIP	99	1748	9.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

V. FINANCIAL INFORMATION AND EDUCATIONAL COSTS

Question 74

Tape Pos. 342-343
Format: I2

F2P74 TOTAL FAMILY INCOME FRM ALL SOURCES 1991

What was your total gross family income from all sources before taxes in 1991? (If you are not sure of the amount, please estimate.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	73	0.4%	0.4%
LESS THAN $1,000	02	91	0.5%	0.6%
$1,000-$2,999	03	156	0.9%	1.2%
$3,000-$4,999	04	230	1.3%	1.7%
$5,000-$7,499	05	477	2.7%	3.3%
$7,500-$9,999	06	614	3.5%	4.6%
$10,000-$14,999	07	1069	6.1%	7.5%
$15,000-$19,999	08	1122	6.4%	8.3%
$20,000-$24,999	09	1374	7.8%	8.9%
$25,000-$34,999	10	2223	12.6%	14.5%
$35,000-$49,999	11	2965	16.8%	19.2%
$50,000-$74,999	12	2906	16.5%	18.2%
$75,000-$99,999	13	1052	6.0%	5.9%
$100,000-199,999	14	943	5.4%	4.3%
$200,000 OR MORE	15	391	2.2%	1.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	707	4.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 75

Tape Pos. 344-344
Format: I1

F2P75 # OF EARNERS CONTRIBUTD TO FAMILY INCOME

How many wage-earners in your household contributed to the family income reported in the question above?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ONE	1	6099	34.6%	39.9%
TWO	2	9185	52.2%	56.4%
MORE THAN TWO	3	600	3.4%	3.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	510	2.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 76

Do you currently have any of the following educational expenses for any of your children?

Question 76A

Tape Pos. 345-345
Format: I1

F2P76A ANY EDCTNL EXPENSES FOR PRIVATE SCHOOL

Private elementary or high school tuition and associated expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3408	19.4%	17.7%
NO	2	12203	69.3%	82.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	782	4.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 76B

Tape Pos. 346-346
Format: I1

F2P76B ANY EDUCATIONAL EXPENSES FOR TUTORING

Tutoring

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	884	5.0%	5.0%
NO	2	14328	81.4%	95.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1183	6.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 76C

Tape Pos. 347-347
Format: I1

F2P76C ANY EDCTNL EXPENSES FOR COLLEGE TUITION

College tuition and associated expenses (including loans)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4872	27.7%	27.0%
NO	2	10917	62.0%	73.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	605	3.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 76D

Tape Pos. 348-348
Format: I1

F2P76D ANY OTHER EDUCATIONAL EXPENSES

Other

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1790	10.2%	12.6%
NO	2	12586	71.5%	87.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	2019	11.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 77

Tape Pos. 349-350
Format: I2

F2P77 EDUCATIONAL EXPENSES FOR 1991-92 SCH YR

What is the total amount you have spent or will spend during the 1991-1992 school year for all of the educational expenses you marked in question 76?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	6539	37.1%	46.0%
LESS THAN $500	02	2148	12.2%	14.7%
$500-$999	03	1424	8.1%	9.0%
$1,000-$4,999	04	2694	15.3%	17.0%
$5,000-$9,999	05	1292	7.3%	7.1%
$10,000-$14,999	06	664	3.8%	3.2%
$15,000-$19,999	07	326	1.9%	1.2%
$20,000 OR MORE	08	575	3.3%	1.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	4	0.0%	(MISS)
MISSING	98	729	4.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 78

Tape Pos. 351-351
Format: I1

F2P78 DOES TEEN PLAN TO CONTINUE EDUCATION

Does your teenager plan to continue his or her education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13794	78.3%	81.8%
NO	2	1438	8.2%	10.5%
HASN'T DECIDED YET	3	1077	6.1%	7.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	82	0.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79

Which of the following have you or your spouse/partner done to financially prepare for your teenager's education after high school?

Question 79A

Tape Pos. 352-352
Format: I1

F2P79A R STARTED A SAVINGS ACCOUNT

Started a savings account

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6715	38.1%	44.0%
NO	2	7946	45.1%	56.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	292	1.7%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79B

Tape Pos. 353-353
Format: I1

F2P79B R BOUGHT AN INSURANCE POLICY

Bought an insurance policy

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3209	18.2%	22.0%
NO	2	11378	64.6%	78.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	364	2.1%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79C

Tape Pos. 354-354
Format: I1

F2P79C R BOUGHT U.S. SAVINGS BONDS

Bought U.S. Savings Bonds

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2559	14.5%	18.6%
NO	2	12024	68.3%	81.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	372	2.1%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79D

Tape Pos. 355-355
Format: I1

F2P79D R MADE INVESTMENTS IN STOCKS/REAL ESTATE

Made investments in stocks or real estate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3379	19.2%	20.4%
NO	2	11227	63.8%	79.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	351	2.0%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79E

Tape Pos. 356-356
Format: I1

F2P79E R SET UP A TRUST FUND

Set up a college investment fund (such as a mutual fund)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1578	9.0%	9.3%
NO	2	13018	73.9%	90.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	360	2.0%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79F

Tape Pos. 357-357
Format: I1

F2P79F R STARTED WORKING ANOTHER JOB/MORE HOURS

Started working another job and/or more hours

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3634	20.6%	25.4%
NO	2	10966	62.3%	74.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	356	2.0%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79G
Tape Pos. 358-358
Format: I1

F2P79G R ESTABLISHED ANOTHER FORM OF SAVINGS

Established another form of savings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3023	17.2%	19.9%
NO	2	11554	65.6%	80.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.C	(MISS)
MISSING	8	379	2.2%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79H
Tape Pos. 359-359
Format: I1

F2P79H R PLANNED TO REDUCE EXPENSES IN SOME WAY

Planned to reduce other expenses in some way (e.g. pay off car, put off vacations or other expenses)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7824	44.4%	52.1%
NO	2	6795	38.6%	47.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	337	1.9%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79I
Tape Pos. 360-360
Format: I1

F2P79I R PLANNED TO REMORTGAG PROPRTY/TAKE LOAN

Planned to remortgage your property or take an equity loan

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2093	11.9%	13.0%
NO	2	12481	70.9%	87.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	383	2.2%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 79J
Tape Pos. 361-361
Format: I1

F2P79J R HAD TEEN PUT ASIDE EARNINGS

Had teenager put aside earnings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6897	39.2%	46.7%
NO	2	7725	43.9%	53.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	328	1.9%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 80
Tape Pos. 362-362
Format: I1

F2P80 GRADE TEEN IN WHEN R STARTED SAVING

What grade was your teenager in when you began to prepare financially for his/her education after high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BEFORE 1ST GRADE	1	1769	10.0%	10.7%
BETWEEN THE 1ST AND 6TH GRADES	2	1911	10.9%	12.2%
IN THE 7TH, 8TH OR 9TH GRADES.	3	2412	13.7%	17.7%
IN THE 10TH, 11TH, OR 12TH GRADES	4	3823	21.7%	26.0%
HAVE NOT BEGUN TO PREPARE	5	4457	25.3%	33.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	580	3.3%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 81
Tape Pos. 363-364
Format: I2

F2P81 MONEY R SET ASIDE FOR TEEN'S FUTURE ED

About how much money have you set aside for your teenager's future educational needs?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	920	5.2%	9.6%
LESS THAN $1,000	02	1477	8.4%	16.7%
$1,000-$5,000	03	3141	17.8%	35.2%
$5,001-$10,000	04	1461	8.3%	15.2%
$10,001-$15,000	05	790	4.5%	8.9%
$15,001-$30,000	06	845	4.8%	8.1%
MORE THAN $30,000	07	921	5.2%	6.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	944	5.4%	(MISS)
LEGITIMATE SKIP	99	5895	33.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 82
Tape Pos. 365-365
Format: I1

F2P82 EXPECT AMOUNT TO COVER COST OF EDUCATION

Do you expect this amount to cover the total cost of his or her education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	986	5.6%	9.2%
NO	2	8176	46.4%	84.7%
DON'T KNOW	3	636	3.6%	6.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	702	4.0%	(MISS)
LEGITIMATE SKIP	9	5895	33.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 83
Tape Pos. 366-366
Format: I1

F2P83 DISCUSSED/READ ABT EDUCATNL FIN AID

Have you talked to anyone or read anything about sources of financial aid for education after high school for your teenager?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10174	57.8%	68.0%
NO	2	4403	25.0%	32.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	379	2.2%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 84

Have you or your spouse/partner done any of the following to learn about applying for financial aid for further education for your teenager?

Question 84A

Tape Pos. 367-367
Format: I1

F2P84A TALKED W/HS GUIDANCE COUNSLR ABT FIN AID

Talked with a high school guidance counselor

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5198	29.5%	51.1%
NO	2	4806	27.3%	48.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	549	3.1%	(MISS)
LEGITIMATE SKIP	9	5841	33.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 84B

Tape Pos. 368-368
Format: I1

F2P84B TALKED W/COLL REP ABOUT FINANCIAL AID

Talked with a representative from a vocational/technical school or college

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5416	30.8%	55.6%
NO	2	4531	25.7%	44.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	606	3.4%	(MISS)
LEGITIMATE SKIP	9	5841	33.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 84C

Tape Pos. 369-369
Format: I1

F2P84C TALKED W/LOAN OFFICER ABT FINANCIAL AID

Talked with a loan officer at a bank

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2227	12.6%	21.7%
NO	2	7651	43.4%	78.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	676	3.8%	(MISS)
LEGITIMATE SKIP	9	5841	33.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 84D

Tape Pos. 370-370
Format: I1

F2P84D TALKED W/OTH PERSON ABT FINANCIAL AID

Talked to another knowledgeable person

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6265	35.6%	64.3%
NO	2	3644	20.7%	35.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	645	3.7%	(MISS)
LEGITIMATE SKIP	9	5841	33.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 84E

Tape Pos. 371-371
Format: I1

F2P84E READ U.S. DEPT OF EDUC INFO ON FINAN AID

Read U.S. Dept. of Education information on financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5616	31.9%	57.1%
NO	2	4336	24.6%	42.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	601	3.4%	(MISS)
LEGITIMATE SKIP	9	5841	33.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 84F

Tape Pos. 372-372
Format: I1

F2P84F READ COLLEGE INFO ON FINANCIAL AID

Read information from a vocational/technical school or college on financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7654	43.5%	76.3%
NO	2	2345	13.3%	23.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	555	3.2%	(MISS)
LEGITIMATE SKIP	9	5841	33.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 84G

Tape Pos. 373-373
Format: I1

F2P84G READ ABT FINANCIAL AID THROUGH MILITARY

Read about financial aid available through military service

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2866	16.3%	30.6%
NO	2	7051	40.0%	69.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	637	3.6%	(MISS)
LEGITIMATE SKIP	9	5841	33.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 85

Do you plan to use funds from any of the following programs to help pay for your teenager's study beyond high school?

Question 85A

Tape Pos. 374-374
Format: I1

F2P85A PLAN TO USE LOANS TO PAY FOR TEEN'S STDY

Loans

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6417	36.4%	44.7%
NO	2	5995	34.0%	41.3%
DON'T KNOW ENOUGH ABOUT PROGRAM TO ANSWER QUESTION	3	1900	10.8%	14.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	645	3.7%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question 85B

Tape Pos. 375-375
Format: I1

F2P85B WILL USE SCHLSHPS, GRANTS FOR TEENS STDY

Scholarships, fellowships, and grants

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8512	48.3%	59.9%
NO	2	4122	23.4%	28.0%
DON'T KNOW ENOUGH ABOUT PROGRAM TO ANSWER QUESTION	3	1715	9.7%	12.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	6	0.0%	(MISS)
MISSING	8	602	3.4%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 85C

Tape Pos. 376-376
Format: I1

F2P85C PLAN TO USE WORK PROGRAMS FOR TEENS STDY

Work programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6639	37.7%	47.1%
NO	2	5033	28.6%	33.9%
DON'T KNOW ENOUGH ABOUT PROGRAM TO ANSWER QUESTION	3	2603	14.8%	19.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	680	3.9%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 86

Have you or your teenager applied for funds from any of the following programs to help pay for your teenager's study beyond high school?

Question 86A

Tape Pos. 377-377
Format: I1

F2P86A R OR TEEN HAS APPLIED FOR LOANS

Loans

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, APPLIED AND WAS APPROVED.	1	1877	10.7%	12.8%
YES, APPLIED BUT DON'T KNOW IF APPROVED	2	1187	6.7%	7.6%
YES, APPLIED BUT WAS TURNED DOWN	3	327	1.9%	2.3%
NO, HAVE NOT APPLIED	4	10947	62.2%	77.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	3	0.0%	(MISS)
MISSING	8	616	3.5%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 86B

Tape Pos. 378-378
Format: I1

F2P86B R OR TEEN HAS APPLD FOR SCHLRSHPS/GRANTS

Scholarships, fellowships, and grants

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, APPLIED AND WAS APPROVED.	1	3847	21.8%	26.2%
YES, APPLIED BUT DON'T KNOW IF APPROVED	2	1947	11.1%	12.5%
YES, APPLIED BUT WAS TURNED DOWN	3	1109	6.3%	6.9%
NO, HAVE NOT APPLIED	4	7552	42.9%	54.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	498	2.8%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 86C

Tape Pos. 379-379
Format: I1

F2P86C R OR TEEN HAS APPLIED FOR WORK PROGRAMS

Work programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES, APPLIED AND WAS APPROVED.	1	1449	8.2%	9.8%
YES, APPLIED BUT DON'T KNOW IF APPROVED	2	1208	6.9%	8.4%
YES, APPLIED BUT WAS TURNED DOWN	3	308	1.7%	1.9%
NO, HAVE NOT APPLIED	4	11304	64.2%	79.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	684	3.9%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 87

The following is a list of programs that provide loans for study beyond high school. For each program, indicate how much you know about it.

Question 87A

Tape Pos. 380-380
Format: I1

F2P87A R KNOWS ABOUT STATE STUDENT LOAN PRGM

State student loan program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I AM UNFAMILIAR WITH THIS PROGRAM	1	7276	41.3%	51.0%
I AM FAMILIAR WITH THIS PROGRAM	2	5664	32.2%	39.7%
MY TEENAGER HAS APPLIED FOR THIS PROGRAM	3	1423	8.1%	9.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	18	0.1%	(MISS)
MISSING	8	576	3.3%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 87B

Tape Pos. 381-381
Format: I1

F2P87B R KNOWS ABOUT FEDERAL LOAN PROGRAM

Federal loan program such as Perkins or Stafford Loan Program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I AM UNFAMILIAR WITH THIS PROGRAM	1	7099	40.3%	50.6%
I AM FAMILIAR WITH THIS PROGRAM	2	5137	29.2%	35.3%
MY TEENAGER HAS APPLIED FOR THIS PROGRAM	3	2134	12.1%	14.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	28	0.2%	(MISS)
MISSING	8	559	3.2%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 87C

Tape Pos. 382-382
Format: I1

F2P87C R KNOWS ABT COLLEGE STUDENT LOAN PRGM

College or university student loan program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I AM UNFAMILIAR WITH THIS PROGRAM	1	6433	36.5%	46.3%
I AM FAMILIAR WITH THIS PROGRAM	2	6443	36.6%	43.9%
MY TEENAGER HAS APPLIED FOR THIS PROGRAM	3	1464	8.3%	9.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	12	0.1%	(MISS)
MISSING	8	605	3.4%	(MISS)
LEGITIMATE SKIP	5	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 87D

Tape Pos. 383-383
Format: I1

F2P87D R KNOWS ABOUT PRIVATE EDUCATION LOANS

Education loan privately arranged through a bank

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
I AM UNFAMILIAR WITH THIS PROGRAM	1	6814	38.7%	49.2%
I AM FAMILIAR WITH THIS PROGRAM	2	6898	39.2%	47.2%
MY TEENAGER HAS APPLIED FOR THIS PROGRAM	3	595	3.4%	3.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	9	0.1%	(MISS)
MISSING	8	641	3.6%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 88

Tape Pos. 384-384
Format: I1

F2P88 TEEN HAS APPLIED FOR FINANCIAL AID

Has your teenager ever applied for financial aid?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	6319	35.9%	42.3%
NO	2	8199	46.6%	57.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	438	2.5%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89

For which of the following reasons has your teenager not applied for financial aid?

Question 89A

Tape Pos. 385-385
Format: I1

F2P89A CAN PAY FOR TEEN ED WITHOUT ASSISTANCE

Our family and our teenager can pay for his/her education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3494	19.8%	38.7%
NO	2	4309	24.5%	61.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	833	4.7%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89B

Tape Pos. 386-386
Format: I1

F2P89B TEEN GRADES NOT HIGH ENOUGH TO QUALIFY

Our teenager's grades and/or test scores are not high enough to qualify for a loan or scholarship

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2007	11.4%	27.6%
NO	2	5601	31.8%	72.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1030	5.8%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89C

Tape Pos. 387-387
Format: I1

F2P89C WE DON'T WANT TO REPORT FINANCIAL SITUTN

Neither we nor our teenager wish to report our financial situation

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	973	5.5%	12.9%
NO	2	6622	37.6%	87.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1042	5.9%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89D

Tape Pos. 388-388
Format: I1

F2P89D TEEN PART-TIME STUDENT- NOT ELIGIBLE

Our teenager is not eligible because he/she will only attend school part-time

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	733	4.2%	10.9%
NO	2	6809	38.7%	89.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1095	6.2%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89E

Tape Pos. 389-389
Format: I1

F2P89E TOO MUCH WORK TO APPLY FOR FINANCIAL AID

Too much paper work is required in order to apply for financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	885	5.0%	10.6%
NO	2	6642	37.7%	89.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1110	6.3%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89F

Tape Pos. 390-390
Format: I1

F2P89F NOT MUCH INFORMATION ON FINANCIAL AID

I was not able to get much information on how and where to apply for financial aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1412	8.0%	19.3%
NO	2	6137	34.8%	80.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1088	6.2%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89G

Tape Pos. 391-391
Format: I1

F2P89G NO MONEY AVAILABLE FOR AID

No money is available for aid

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	768	4.4%	10.5%
NO	2	6632	37.7%	89.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1238	7.0%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89H

Tape Pos. 392-392
Format: I1

F2P89H RELTVS WILL HELP PAY TEEN COLL EXPENSES

Other relatives will help to pay my teenager's college expenses

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	613	3.5%	8.3%
NO	2	6988	39.7%	91.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1035	5.9%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89I

Tape Pos. 393-393
Format: I1

F2P89I MISSED THE DEADLINE FOR APPLICATION

We missed the deadline for application

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	776	4.4%	9.9%
NO	2	6756	38.4%	90.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1106	6.3%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 89J

Tape Pos. 394-394
Format: I1

F2P89J DON'T KNOW HOW TO APPLY

I don't know how to apply

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1504	8.5%	20.1%
NO	2	6095	34.6%	79.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	5	0.0%	(MISS)
MISSING	8	1034	5.9%	(MISS)
LEGITIMATE SKIP	9	7757	44.0%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 90

Tape Pos. 395-396
Format: I2

F2P90 AMNT EXPECT TO SPEND TEENS EDUC NEXT YR

How much money do you expect to spend on your teenager's educational expenses next year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MY TEENAGER WANTS TO PAY FOR HIS/HER EDUCATION WITHOUT OUR HELP	01	1412	8.0%	10.8%
NONE	02	2297	13.0%	19.2%
LESS THAN $2,500	03	3311	18.8%	25.2%
$2,500-$4,999	04	2609	14.8%	18.8%
$5,000-$9,999	05	2189	12.4%	14.6%
$10,000-$14,999	06	983	5.6%	6.2%
$15,000-$19,999	07	472	2.7%	2.4%
OVER $20,000	08	721	4.1%	2.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	23	0.1%	(MISS)
MISSING	98	940	5.3%	(MISS)
LEGITIMATE SKIP	99	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 91

Tape Pos. 397-398
Format: I2

F2P91 AMOUNT OF DEBT OK FOR TEENS EDUC NEXT YR

How much debt are you willing to go into in order to finance your teenager's education next year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	3506	19.9%	32.7%
LESS THAN $2,500	01	2376	13.5%	24.3%
$2,500-$4,999	02	2072	11.8%	21.4%
$5,000-$9,999	03	1242	7.1%	12.1%
$10,000-$14,999	04	438	2.5%	4.4%
$15,999-$19,999	05	170	1.0%	2.0%
OVER $20,000	06	422	2.4%	3.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	1021	5.8%	(MISS)
LEGITIMATE SKIP	99	5147	29.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92

Which of the following sources of money will you use to cover your teenager's future educational expenses?

Question 92A

Tape Pos. 399-399
Format: I1

F2P92A WILL USE CURRENT EARNGS FOR TEENS ED

Your (or your spouse's/partner's) current earnings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10616	60.3%	72.9%
NO	2	3386	19.2%	27.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	954	5.4%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92B

Tape Pos. 400-400
Format: I1

F2P92B WILL USE SAVNGS/ASSETS FOR TEENS ED

Your (or your spouse's/partner's) savings or sale of assets

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7361	41.8%	51.2%
NO	2	6478	36.8%	48.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1116	6.3%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92C

Tape Pos. 401-401
Format: I1

F2P92C WILL USE 2ND MORTGAGE FOR TEENS ED

Second mortgage

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1888	10.7%	13.5%
NO	2	11724	66.6%	86.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1344	7.6%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92D

Tape Pos. 402-402
Format: I1

F2P92D WILL USE BORROWING FOR TEENS ED

Your (or your spouse's/partner's) borrowing (personal loan, etc.)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4910	27.9%	36.8%
NO	2	8774	49.8%	63.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1273	7.2%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92E

Tape Pos. 403-403
Format: I1

F2P92E WILL USE ALIMNY/CHLD SUP FOR TEENS ED

Alimony or child support

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	796	4.5%	5.8%
NO	2	12853	73.0%	94.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1308	7.4%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92F

Tape Pos. 404-404
Format: I1

F2P92F USE CHILD'S EARNGS/SAVNGS FOR TEENS ED

Your children's earnings or savings

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7177	40.8%	51.2%
NO	2	6597	37.5%	48.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1181	6.7%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92G

Tape Pos. 405-405
Format: I1

F2P92G WILL USE TRUST FUND FOR TEENS ED

A trust fund

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1112	6.3%	7.3%
NO	2	12545	71.2%	92.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	1300	7.4%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92H

Tape Pos. 406-406
Format: I1

F2P92H USE RELATIVES' CONTRBUTIONS FOR TEENS ED

Contributions from relatives

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2879	16.3%	22.2%
NO	2	10809	61.4%	77.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1267	7.2%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 92I

Tape Pos. 407-407
Format: I1

F2P92I WILL USE SCHOLARSHPS/GRANTS FOR TEENS ED

Scholarships or grants

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8838	50.2%	64.9%
NO	2	4988	28.3%	35.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	4	0.0%	(MISS)
MISSING	8	1127	6.4%	(MISS)
LEGITIMATE SKIP	9	1438	8.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

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Question   92J                               Tape Pos. 408-408
--------------                               Format: I1

F2P92J     USE STATE OR FEDERAL LOANS FOR TEENS ED

State or federal loans

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1     6521     37.0%  49.9%
NO..............................       2     7155     40.6%  50.1%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MULTIPLE RESPONSE............       6        7      0.0% (MISS)
   MISSING......................       8     1274      7.2% (MISS)
   LEGITIMATE SKIP..............       9     1438      8.2% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%
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Question   92K                               Tape Pos. 409-409
--------------                               Format: I1

F2P92K     USE SOC SEC/VET ADMN BENFTS FOR TEENS ED

Social Security or Veterans Administration benefits

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1     1075      6.1%   8.9%
NO..............................       2    12591     71.5%  91.1%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MISSING......................       8     1291      7.3% (MISS)
   LEGITIMATE SKIP..............       9     1438      8.2% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%
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Question   92L                               Tape Pos. 410-410
--------------                               Format: I1

F2P92L     OTHER SOURCE TO PAY FOR TEEN'S ED

Other

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1     2017     11.5%  15.3%
NO..............................       2    10987     62.4%  84.7%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MISSING......................       8     1953     11.1% (MISS)
   LEGITIMATE SKIP..............       9     1438      8.2% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%
```

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Question   93                                Tape Pos. 411-411
--------------                               Format: I1

F2P93      DID R RECEIVE HELP IN COMPLETING Q'NAIRE

While completing this questionnaire, did anyone help you by
translating, clarifying meanings of questions, or providing
information?

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1      976      5.5%   5.4%
NO..............................       2    15182     86.2%  94.6%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MULTIPLE RESPONSE............       6        1      0.0% (MISS)
   MISSING......................       8      236      1.3% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%
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Question   94
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Who assisted you?
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Question   94A                               Tape Pos. 412-412
--------------                               Format: I1

F2P94A     TEEN NAMED ON COVER HELPED R W/ Q'NAIRE

My teenager named on the front cover

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1      540      3.1%  62.7%
NO..............................       2      331      1.9%  37.3%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MISSING......................       8      342      1.9% (MISS)
   LEGITIMATE SKIP..............       9    15182     86.2% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   94B                               Tape Pos. 413-413
--------------                               Format: I1

F2P94B     SPOUSE/PARTNER HELPED R WITH Q'NAIRE

My spouse/partner

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1      422      2.4%  49.6%
NO..............................       2      412      2.3%  50.4%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MISSING......................       8      379      2.2% (MISS)
   LEGITIMATE SKIP..............       9    15182     86.2% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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--------------
Question   94C                               Tape Pos. 414-414
--------------                               Format: I1

F2P94C     OTHER FAMILY MEMBER HELPED R W/ Q'NAIRE

Another family member

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1      158      0.9%  19.2%
NO..............................       2      645      3.7%  80.8%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MULTIPLE RESPONSE............       6        2      0.0% (MISS)
   MISSING......................       8      408      2.3% (MISS)
   LEGITIMATE SKIP..............       9    15182     86.2% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   94D                               Tape Pos. 415-415
--------------                               Format: I1

F2P94D     A FRIEND HELPED R WITH QUESTIONNAIRE

One of my friends

                                                        PER-   WGTD
    RESPONSE                      CODES      FREQ      CENT   PCT
   ----------                   --------     -----     -----  -----
YES.............................       1       34      0.2%   3.9%
NO..............................       2      751      4.3%  96.1%
 RESERVED CODES:
   NO PARENT QUEX...............             1215      6.9% (MISS)
   MISSING......................       8      428      2.4% (MISS)
   LEGITIMATE SKIP..............       9    15182     86.2% (MISS)
                                             -----     -----  -----
 TOTALS:                                     17610    100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

Question 94E

Tape Pos. 416-416
Format: I1

F2P94E OTHER PERSON IN COMMUNITY HELPED R

Another person in the community

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	17	0.1%	1.8%
NO	2	760	4.3%	98.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	436	2.5%	(MISS)
LEGITIMATE SKIP	9	15182	86.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 94AA

Date Completed:

Question 94AAM

Tape Pos. 417-418
Format: I2

F2P94AAM MONTH QUESTIONNAIRE COMPLETED

Month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	129	0.7%	1.3%
FEBRUARY	02	25	0.1%	0.2%
MAY	05	4652	26.4%	27.8%
JUNE	06	1102	6.3%	6.6%
JULY	07	1309	7.4%	8.1%
AUGUST	08	1963	11.1%	12.0%
SEPTEMBER	09	1466	8.3%	9.5%
OCTOBER	10	2128	12.1%	17.1%
NOVEMBER	11	1170	6.6%	11.4%
DECEMBER	12	585	3.3%	6.0%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	1866	10.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 94AAY

Tape Pos. 419-420
Format: I2

F2P94AAY YEAR QUESTIONNAIRE COMPLETED

Year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1992	92	14375	81.6%	98.5%
1993	93	154	0.9%	1.5%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	1866	10.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 94BB

Tape Pos. 421-421
Format: I1

F2P94BB SHOULD PARENT COMPLETE PART 6 OF Q'NAIRE

Please refer to the label on the front cover of this questionnaire. Does "PART 6" appear on the label?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2293	13.0%	15.4%
NO	2	14102	80.1%	84.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

VI. SUPPLEMENTAL QUESTIONS FOR PARENTS NEW TO NELS:88

Question 95

Tape Pos. 422-422
Format: I1

F2P95 AMT OF TIME TEEN LIVED W/R AS OF '88

As of February 1, 1988, how much of the time did the teenager named on the front cover live with you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ALL OF THE TIME	1	1877	10.7%	88.3%
MOST OF THE TIME	2	68	0.4%	3.7%
HALF OF THE TIME	3	36	0.2%	2.0%
LESS THAN HALF OF THE TIME	4	127	0.7%	6.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	185	1.1%	(MISS)
LEGITIMATE SKIP	9	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 96

Tape Pos. 423-424
Format: I2

F2P96 WHO TEEN LIVED W/WHEN NOT W/R AS OF '88

As of February 1, 1988, with whom did the teenager named on the front cover live most of the time when he/she did not live with you?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY HIMSELF/HERSELF	01	3	0.0%	1.0%
WITH HIS OR HER OTHER PARENT	02	108	0.6%	51.1%
WITH ANOTHER ADULT RELATIVE	03	43	0.2%	20.9%
HE/SHE LIVES AT BOARDING SCHOOL	04	18	0.1%	7.3%
WITH A NON-RELATED ADULT GUARDIAN	06	3	0.0%	2.7%
WITH A FRIEND	07	15	0.1%	6.0%
WITH HIS OR HER SPOUSE	08	8	0.0%	3.1%
OTHER	09	22	0.1%	7.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	195	1.1%	(MISS)
LEGITIMATE SKIP	99	15979	90.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 97

Tape Pos. 425-426
Format: I2

F2P97 # OF PEOPLE DEPENDENT ON R AS OF '88

Altogether, how many people were financially dependent upon you (or you and your spouse/partner) as of February 1, 1988? Count everyone who received one-half or more of their financial support from you or your spouse/partner. Include individuals who did not live with you and your spouse/partner, but do not include yourself or your spouse/partner.

Total number of dependents (not counting you or your spouse/partner):

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	01	55	0.3%	2.2%
ONE	02	351	2.0%	16.9%
TWO	03	686	3.9%	32.3%
THREE	04	513	2.9%	23.7%
FOUR	05	228	1.3%	11.6%
FIVE	06	134	0.8%	7.2%
SIX	07	55	0.3%	2.6%
SEVEN	08	29	0.2%	2.1%
EIGHT OR MORE	09	24	0.1%	1.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	3	0.0%	(MISS)
MISSING	98	215	1.2%	(MISS)
LEGITIMATE SKIP	99	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 98

Tape Pos. 427-427
Format: I1

F2P98 R'S MARITAL STATUS AS OF '88

What was your marital status as of February 1, 1988?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER MARRIED	1	83	0.5%	3.8%
MARRIED	2	1577	9.0%	74.1%
DIVORCED	3	284	1.6%	15.8%
WIDOWED	4	71	0.4%	4.2%
NOT MARRIED, BUT LIVING IN A MARRIAGE-LIKE RELATIONSHIP	5	43	0.2%	2.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	235	1.3%	(MISS)
LEGITIMATE SKIP	9	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 99

Tape Pos. 428-428
Format: I1

F2P99 R HAS A SPOUSE OR PARTNER

Do you have a spouse/partner?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1428	8.1%	73.4%
NO	2	444	2.5%	26.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	421	2.4%	(MISS)
LEGITIMATE SKIP	9	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 100

What is the sex of each person?

Question 100A

Tape Pos. 429-429
Format: I1

F2P100A SEX OF RESPONDENT

You

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	367	2.1%	18.1%
FEMALE	2	1553	8.8%	81.9%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	371	2.1%	(MISS)
LEGITIMATE SKIP	9	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 100B

Tape Pos. 430-430
Format: I1

F2P100B SEX OF RESPONDENT'S SPOUSE OR PARTNER

Your spouse/partner (if applicable)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	1120	6.4%	78.8%
FEMALE	2	313	1.8%	21.2%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	416	2.4%	(MISS)
LEGITIMATE SKIP	9	14546	82.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 101

What is the highest level of school that each person has completed? (Please mark only the highest level you and your spouse/partner have attained.)

Question 101A

Tape Pos. 431-432
Format: I2

F2P101A HIGHEST LEVEL OF SCHOOL R HAS COMPLETED

You

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EIGHTH GRADE OR LESS	01	198	1.1%	8.8%
BEYOND EIGHTH GRADE, BUT NOT HIGH SCHOOL GRADUATION	02	272	1.5%	15.3%
GED	03	64	0.4%	3.3%
HIGH SCHOOL GRADUATION	04	538	3.1%	28.5%
LESS THAN TWO YEARS VOCATIONAL, TRADE OR BUSINESS SCHOOL	06	125	0.7%	6.8%
TWO YEARS OR MORE VOCATIONAL, TRADE OR BUSINESS SCHOOL	07	71	0.4%	4.0%
LESS THAN TWO YEARS OF COLLEGE	08	162	0.9%	8.1%
TWO OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE)	09	218	1.2%	10.1%
FINISH COLLEGE (4- OR 5-YEAR DEGREE)	11	243	1.4%	8.3%
MASTERS DEGREE OR EQUIVALENT	12	146	0.8%	5.6%
Ph.D. OR M.D., OR OTHER PROFESSIONAL DEGREE	13	51	0.3%	1.4%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	203	1.2%	(MISS)
LEGITIMATE SKIP	99	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: The data values have been recoded in order to maintain comparability with previous NCES studies. In the recodes, values 5 and 10 were not used.

Question 101B

Tape Pos. 433-434
Format: I2

F2P101B HIGHST LEVEL OF SCHOOL SPOUSE/PTNR COMPL

Your spouse/partner (if applicable)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
EIGHTH GRADE OR LESS	01	169	1.0%	10.6%
BEYOND EIGHTH GRADE, BUT NOT HIGH SCHOOL GRADUATION	02	168	1.0%	12.5%
GED	03	37	0.2%	3.1%
HIGH SCHOOL GRADUATION	04	396	2.2%	30.4%
LESS THAN TWO YEARS VOCATIONAL, TRADE OR BUSINESS SCHOOL	06	66	0.4%	4.6%
TWO YEARS OF MORE VOCATIONAL, TRADE OR BUSINESS SCHOOL	07	57	0.3%	3.2%
LESS THAN TWO YEARS OF COLLEGE	08	117	0.7%	8.0%
TWO OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE)	09	130	0.7%	9.3%
FINISH COLLEGE (4- OR 5-YEAR DEGREE)	11	201	1.1%	10.0%
MASTERS DEGREE OR EQUIVALENT	12	105	0.6%	5.5%
Ph.D. OR M.D., OR OTHER PROFESSIONAL DEGREE	13	79	0.4%	2.8%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	324	1.8%	(MISS)
LEGITIMATE SKIP	99	14546	82.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: The data values have been recoded in order to maintain comparability with previous NCES studies. In the recodes, values 5 and 10 were not used.

Question 102

Tape Pos. 435-436
Format: I2

F2P102 NUMBER OF TEEN'S SIBLINGS

We would like to know how many brothers and sisters your teenager has. Please consider all siblings, including half- and step- and adoptive brothers and sisters, regardless of where they live.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	200	1.1%	9.0%
ONE	01	648	3.7%	27.2%
TWO	02	543	3.1%	23.9%
THREE	03	328	1.9%	15.6%
FOUR	04	212	1.2%	9.3%
FIVE	05	123	0.7%	5.8%
SIX OR MORE	06	192	1.1%	9.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	47	0.3%	(MISS)
LEGITIMATE SKIP	99	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 103

Tape Pos. 437-438
Format: I2

F2P103 NUMBER OF CHILDREN OLDER THAN R'S TEEN

How many of the children referred to in Question 102 are older than your teenager?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	657	3.7%	34.1%
ONE	01	602	3.4%	30.1%
TWO	02	299	1.7%	16.0%
THREE	03	172	1.0%	8.6%
FOUR	04	100	0.6%	5.2%
FIVE	05	47	0.3%	2.3%
SIX OR MORE	06	65	0.4%	3.7%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	151	0.9%	(MISS)
LEGITIMATE SKIP	99	14302	81.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 104

Tape Pos. 439-440
Format: I2

F2P104 NUMBER OF CHILDREN GRADUATED FROM H.S.

How many of the children referred to in Question 102 have graduated from high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	776	4.4%	42.0%
ONE	01	606	3.4%	30.6%
TWO	02	275	1.6%	14.3%
THREE	03	139	0.8%	6.8%
FOUR	04	59	0.3%	2.7%
FIVE	05	33	0.2%	2.2%
SIX OR MORE	06	30	0.2%	1.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	175	1.0%	(MISS)
LEGITIMATE SKIP	99	14302	81.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 105

Tape Pos. 441-442
Format: I2

F2P105 NUMBER OF CHILDREN WHO DROPPED OUT OF HS

How many of the children referred to in Question 102 dropped out of school before graduating from high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	1532	8.7%	74.7%
ONE	01	233	1.3%	16.1%
TWO	02	84	0.5%	4.7%
THREE	03	39	0.2%	2.1%
FOUR	04	22	0.1%	1.3%
FIVE	05	9	0.1%	0.7%
SIX OR MORE	06	7	0.0%	0.3%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	167	0.9%	(MISS)
LEGITIMATE SKIP	99	14302	81.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 106

Tape Pos. 443-444
Format: I2

F2P106 R'S YEAR OF BIRTH

In what year were you born?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1929 OR EARLIER	01	38	0.2%	1.5%
1930-1939	02	213	1.2%	8.7%
1940-1944	03	372	2.1%	15.8%
1945-1949	04	665	3.8%	30.7%
1950-1954	05	567	.2%	30.3%
1955-1959	06	175	1.0%	11.0%
1960 OR LATER	07	47	0.3%	2.1%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	216	1.2%	(MISS)
LEGITIMATE SKIP	99	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question 107

Tape Pos. 445-446
Format: I2

F2P107 SPOUSE/PARTNER'S YEAR OF BIRTH

In what year was your spouse/partner born?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1929 OR EARLIER	01	51	0.3%	2.3%
1930-1939	02	237	1.3%	11.0%
1940-1944	03	327	1.9%	15.8%
1945-1949	04	530	3.0%	27.3%
1950-1954	05	300	1.7%	19.0%
1955-1959	06	83	0.5%	5.5%
1960 OR LATER	07	33	0.2%	2.6%
DOES NOT APPLY (NO SPOUSE/PARTNER)	08	280	1.6%	16.6%
RESERVED CODES:				
NO PARENT QUEX		1215	6.9%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	451	2.6%	(MISS)
LEGITIMATE SKIP	99	14102	80.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2PAQWT

Tape Pos. 447-456
Format: R10.4

F2PAQWT PARENT WEIGHT

The primary purpose of the parent data file is to provide student- and dropout-related contextual information. Using the parent data with F2PAQWT only provides analysts with a national cross-section of the self-defined "most knowledgeable" parent or guardian of, among other populations, dropouts from the eighth or tenth grade cohort and 1992 twelfth graders. F2PAQWT can be used in cross-sectional and panel analyses either in conjunction with student or dropout data or as a stand-alone data set. However, when using F2PAQWT with only the second follow-up parent data, it is important that the analyst be aware of the caveats discussed in this manual in sections 1.4 and 3.1.5 about the generalizability of the parent data.

Note that eligible, in-sample, participating parents of eligible student/dropouts who completed a F2 student/dropout questionnaire carry a parent weight.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2.3906 TO 7307.0223	00	16395	93.1%	100.0%
RESERVED CODES:				
MISSING	00	1215	6.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2PAQFLG

Tape Pos. 457-457
Format: I1

F2PAQFLG F2 PARENT QUESTIONNAIRE FLAG

Indicates whether or not a second follow-up parent questionnaire was completed by an eligible parent, who was not subsampled out of the second follow-up, of a teen sample member who completed a second follow-up student or dropout questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE QUESTIONNAIRE	0	1215	6.9%	0.0%
COMPLETED PARENT QUESTIONNAIRE	1	16395	93.1%	100.0%
TOTALS:		17610	100.0%	100.0%

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Question F2SPANFG

Tape Pos. 458-458
Format: I1

F2SPANFG F2 SPANISH PARENT QUESTIONNAIRE FLAG

Indicates whether the second follow-up parent questionnaire was completed in English or in Spanish.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PARENT COMPLETED ENGLISH-LANGUAGE QUESTIONNAIRE	0	16024	91.0%	97.3%
PARENT COMPLETED SPANISH-LANGUAGE QUESTIONNAIRE	1	371	2.1%	2.7%
N/A - DID NOT COMPLETE F2 PARENT QUESTIONNAIRE	2	1215	6.9%	0.0%
TOTALS:		17610	100.0%	100.0%

Question F2BYPAFG

Tape Pos. 459-459
Format: I1

F2BYPAFG BASE YEAR PARENT QUEX COMPLETED

Indicates whether or not a base year parent questionnaire was completed by a parent of an eligible, participating student sample member. Parents of students who joined the sample after the base year (due to freshening, BYI status) or who did not participate in the BY student survey are not considered part of the BY parent sample. Note that the parent respondent to the base year survey is not necessarily the same person as the parent respondent in the second follow-up.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT COMPLETE A BASE YEAR PARENT QUESTIONNAIRE	0	911	5.2%	4.1%
COMPLETED A BASE YEAR PARENT QUESTIONNAIRE	1	14819	84.2%	84.2%
N/A - STUDENT/PARENT NOT IN BY	2	1880	10.7%	11.7%
TOTALS:		17610	100.0%	100.0%

Question F2STAT

Tape Pos. 460-461
Format: I2

F2STAT F2 TEEN SAMPLE MEMBER STATUS

Indicates final status in the second follow-up for teen sample members. The public use parent component contains data only for the parents of those teen sample members who participated in the student/dropout components of the second follow-up (F2STAT = 00).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PARTICIPATED	00	17610	100.0%	100.0%
TOTALS:		17610	100.0%	100.0%

Question F2DOSTAT

Tape Pos. 462-463
Format: I2

F2DOSTAT F2 DROPOUT STATUS

Indicates enrollment status, either dropout or student, as of the second follow-up only, for the teen sample member. Also permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout (i.e., dropouts only: use values 4 and 5) and the HS&B/NELS:88 second follow-up definition of a dropout (i.e., dropouts plus alternative completers: use values 3, 4, and 5).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT DROP OUT	00	15177	86.2%	83.0%
DROPOUT, BUT RETURNED	02	100	0.6%	0.5%
ALTERNATIVE STUDENT	03	784	4.5%	5.8%
DROPOUT, DID NOT RETURN	05	1549	8.8%	10.7%
TOTALS:		17610	100.0%	100.0%

Question F2F1DOST

Tape Pos. 464-465
Format: I2

F2F1DOST F1 DROPOUT STATUS

Indicates enrollment status, such as a dropout or student, as of the first follow-up only, for the teen sample member. This variable is the first follow-up equivalent of F2DOSTAT.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
DID NOT DROP OUT	00	16081	91.3%	90.2%
STATUS NOT DETERMINED	01	427	2.4%	2.1%
DROPOUT, BUT RETURNED	02	120	0.7%	0.7%
HOME STUDY STUDENT	03	7	0.0%	0.0%
SCHOOL REPORTED DROPOUT	04	20	0.1%	0.1%
DROPOUT, DID NOT RETURN	05	756	4.3%	5.9%
N/A - F2 FRESHENED	06	199	1.1%	0.9%
TOTALS:		17610	100.0%	100.0%

Question F2SEX

Tape Pos. 466-466
Format: I1

F2SEX TEEN'S SEX COMPOSITE

The most complete indicator of teen sample member's gender, this variable is based on the first follow-up (F1SEX) composite and augmented by second follow-up New Student Supplement information or, if still missing, imputation from teen's first name.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MALE	1	8828	50.1%	50.8%
FEMALE	2	8782	49.9%	49.2%
TOTALS:		17610	100.0%	100.0%

Question F2RACE1

Tape Pos. 467-467
Format: I1

F2RACE1 TEEN'S RACE COMPOSITE

Indicates teen's "best known" race, based on F1RACE composite and supplemented when appropriate with second follow-up New Student Supplement data.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
ASIAN, PACIFIC ISLANDER	1	1170	6.6%	3.8%
HISPANIC, REGARDLESS OF RACE	2	2121	12.0%	11.4%
BLACK, NOT HISPANIC	3	1992	11.3%	13.6%
WHITE, NOT HISPANIC	4	12018	68.2%	69.9%
AMERICAN INDIAN, ALASKAN	5	197	1.1%	1.3%
RESERVED CODES:				
MISSING	8	112	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

Question F2API

Tape Pos. 468-468
Format: I1

F2API F2 TEEN ASIAN/PACIFIC ISLE SUBGROUPS

Further divides the teen sample member's "Asian, Pacific Islander" F2RACE1 category into sub-categories. F2API was constructed in the same manner as F2RACE1.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NON-ASIAN	0	16328	92.7%	96.2%
EAST ASIAN	1	846	4.8%	2.5%
SOUTH ASIAN	2	98	0.6%	0.3%
PACIFIC ISLANDER	3	60	0.3%	0.2%
SPECIFIC API UNKNOWN	4	166	0.9%	0.8%
RESERVED CODES:				
RACE MISSING	8	112	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

Question F2HISP

Tape Pos. 469-469
Format: I1

F2HISP F2 TEEN HISPANIC SUBGROUPS

Further divides the teen sample member's "Hispanic, regardless of race" F2RACE1 category into sub-categories. F2HISP was constructed in the same manner described for F2RACE1. However, because a composite comparable to F2HISP was not created in the first follow-up, F2HISP was constructed using data from the base year composite HISP, and was supplemented with data from the first or second follow-up NSS. If F2HISP was still missing, available information from NORC's survey management systems was used to fill in missing values.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NON-HISPANIC	0	15377	87.3%	88.6%
MEXICAN	1	1327	7.5%	6.8%
CUBAN	2	83	0.5%	0.4%
PUERTO RICAN	3	196	1.1%	1.2%
SPECIFIC HISPANIC UNKNOWN	4	515	2.9%	3.0%
RESERVED CODES:				
RACE MISSING	8	112	0.6%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

Question F2BIRTHM

Tape Pos. 470-471
Format: I2

F2BIRTHM TEEN'S BIRTH MONTH

This variable was taken from an updated version of F1BIRTHM which included birth data for base year ineligible students and other teen sample members for whom F1BIRTHMO was previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, the second follow-up New Student Supplement data were used.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
JANUARY	01	1274	7.2%	7.2%
FEBRUARY	02	1227	7.0%	7.6%
MARCH	03	1389	7.9%	8.1%
APRIL	04	1434	8.1%	8.1%
MAY	05	1423	8.1%	7.9%
JUNE	06	1375	7.8%	9.0%
JULY	07	1500	8.5%	9.1%
AUGUST	08	1538	8.7%	9.0%
SEPTEMBER	09	1438	8.2%	8.3%
OCTOBER	10	1425	8.1%	8.5%
NOVEMBER	11	1391	7.9%	8.9%
DECEMBER	12	1410	8.0%	8.4%
RESERVED CODES:				
MISSING	98	786	4.5%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2BIRTHY

Tape Pos. 472-473
Format: I2

F2BIRTHY TEEN'S BIRTH YEAR

This variable was created by using an updated version of F1BIRTHY which included data for base year ineligible students and other teen sample members for whom birth data were previously missing. For first follow-up nonrespondents and students who were freshened in the second follow-up, the second follow-up New Student Supplement data were used.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1972 OR BEFORE	72	1039	5.9%	6.4%
1973	73	5119	29.1%	31.6%
1974	74	10612	60.3%	60.9%
1975 OR AFTER	75	194	1.1%	1.1%
RESERVED CODES:				
MISSING	98	646	3.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

Question F2LOCUS1

Tape Pos. 474-477
Format: R4.2

F2LOCUS1 TEEN LOCUS OF CONTROL, VERSION 1

This composite of three locus of control items in the second follow-up student and dropout questionnaires is designed to be as comparable as possible to HS&B and NLS-72 data.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.06 TO 1.49	01.00	15794	89.7%	100.0%
RESERVED CODES:				
MISSING	99.98	1816	10.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2LOCUS2

Tape Pos. 478-481
Format: R4.2

F2LOCUS2 TEEN LOCUS OF CONTROL, VERSION 2

This composite uses all of the second follow-up locus of control items in student question 66 (and dropout question 57).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.02 TO 1.43	01.00	15812	89.8%	100.0%
RESERVED CODES:				
MISSING	99.98	1798	10.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2LOCU2Q

Tape Pos. 482-482
Format: I1

F2LOCU2Q TEEN LOCUS OF CONTROL, V.2 QUARTILE

Quartile distribution of F2LOCUS2. It was constructed by recoding F2LOCUS2 into four categories based on the weighted (F2QWT) marginal distribution.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3739	21.2%	24.5%
QUARTILE 2	2	3237	18.4%	20.6%
QUARTILE 3	3	4673	26.5%	29.1%
QUARTILE 4 HIGH	4	4163	23.6%	25.9%
RESERVED CODES:				
MISSING	8	1798	10.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2CNCPT1

Tape Pos. 483-486
Format: R4.2

F2CNCPT1 TEEN SELF CONCEPT, VERSION 1

This composite of four self-concept items was designed to be as comparable as possible to HS&B and NLS-72 data.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.68 TO 1.19	01.00	15826	89.9%	100.0%
RESERVED CODES:				
MISSING	99.98	1784	10.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2CNCPT2

Tape Pos. 487-490
Format: R4.2

F2CNCPT2 TEEN SELF CONCEPT, VERSION 2

This composite employs all of the self-concept items in student question 66 (and dropout question 57).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
-3.68 TO 1.24	01.00	15826	89.9%	100.0%
RESERVED CODES:				
MISSING	99.98	1784	10.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2CNCP2Q

Tape Pos. 491-491
Format: I1

F2CNCP2Q TEEN SELF CONCEPT, V.2 QUARTILE

Quartile distribution of F2CNCPT2. It was constructed by recoding F2CNCPT2 into four categories based on the weighted (F2QWT) marginal distribution.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUARTILE 1 LOW	1	3908	22.2%	24.9%
QUARTILE 2	2	4014	22.8%	24.9%
QUARTILE 3	3	3836	21.8%	24.8%
QUARTILE 4 HIGH	4	4068	23.1%	25.4%
RESERVED CODES:				
MISSING	8	1784	10.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2BYFMSZ

Tape Pos. 492-493
Format: I2

F2BYFMSZ BASE YEAR FAMILY SIZE

This composite reports the teen sample member's estimated family size in the base year. It was computed using both the parent and student base year questionnaires.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
2	02	476	2.7%	3.5%
3	03	2109	12.0%	14.2%
4	04	5489	31.2%	37.0%
5	05	3740	21.2%	25.6%
6	06	1601	9.1%	10.7%
7	07	689	3.9%	4.8%
8	08	313	1.8%	2.4%
9	09	221	1.3%	1.3%
10+	10	51	0.3%	0.4%
RESERVED CODES:				
N/A - NO BY PARENT QUEX		2791	15.8%	(MISS)
MISSING	98	130	0.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2BYPMAR

Tape Pos. 494-494
Format: I1

F2BYPMAR BASE YEAR PARENT MARITAL STATUS

This composite characterizes the parent's base year marital status. It was taken directly from BYP7. Note, however, that the categories for this composite have been revised to match the categories used in the second follow-up parent questionnaire, item F2P7.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SINGLE, NEVER MARRIED	1	324	1.8%	2.4%
MARRIED	2	11598	65.9%	78.7%
DIVORCED/SEPARATED	3	1970	11.2%	14.9%
WIDOWED	4	356	2.0%	2.6%
NOT MARRIED BUT LIVING IN A MARRIAGE-LIKE RELATIONSHIP	5	208	1.2%	1.4%
RESERVED CODES:				
N/A - NO BY PARENT QUEX		2791	15.8%	(MISS)
MISSING	8	363	2.1%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2BYSPFG

Tape Pos. 495-495
Format: I1

F2BYSPFG BASE YEAR SPANISH PARENT QUEX FLAG

Indicates whether the base year parent questionnaire was completed in English or Spanish.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PARENT COMPLETED ENGLISH-LANGUAGE QUESTIONNAIRE	0	14503	82.4%	82.3%
PARENT COMPLETED SPANISH-LANGUAGE QUESTIONNAIRE	1	316	1.8%	2.0%
N/A - DID NOT COMPLETE BASE YEAR PARENT QUESTIONNAIRE	2	2791	15.8%	15.8%
TOTALS:		17610	100.0%	100.0%

Question F2BYFCMP

Tape Pos. 496-497
Format: I2

F2BYFCMP BASE YEAR FAMILY COMPOSITION

Indicates the family or household composition in the base year. It was constructed from the student responses to BYS8A-I. Note, however, that the data for this composite have been recoded from 1 digit in the base year to two digits in the second follow-up.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER + FATHER	01	10278	58.4%	65.7%
MOTHER + MALE GUARDIAN	02	1376	7.8%	11.7%
FATHER + FEMALE GUARDIAN	03	265	1.5%	2.4%
MOTHER ONLY	04	2091	11.9%	14.9%
FATHER ONLY	05	318	1.8%	2.4%
OTHER RELATIVE OR NON-RELATIVE	06	361	2.0%	2.9%
RESERVED CODES:				
N/A - NO BY PARENT QUEX		2791	15.8%	(MISS)
MISSING	98	130	0.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2F1FCMP

Tape Pos. 498-499
Format: I2

F2F1FCMP F1 FAMILY COMPOSITION

Indicates the family or household composition, and is based entirely on base year parent questionnaire data. It is derived from question 1 in the base year parent questionnaire (BYP1A1, BYP1A2) and indicates the adult composition of the sample member's household as of the base year.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER + FATHER	01	10185	57.8%	66.1%
MOTHER + MALE GUARDIAN	02	1388	7.9%	11.6%
FATHER + FEMALE GUARDIAN	03	303	1.7%	2.9%
OTHER FEMALE AND MALE FAMILIES	04	143	0.8%	1.2%
MOTHER ONLY, OR OTHER FEMALE	05	2210	12.5%	16.3%
FATHER ONLY, OR OTHER MALE	06	247	1.4%	1.9%
RESERVED CODES:				
N/A - NO BY PARENT QUEX		2791	15.8%	(MISS)
MISSING	98	343	1.9%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2FCMP

Tape Pos. 500-501
Format: I2

F2FCMP F2 FAMILY COMPOSITION

Indicates the family or household composition, and is based entirely on second follow-up parent questionnaire items F2P8A-F.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MOTHER + FATHER	01	10155	57.7%	57.0%
MOTHER + MALE GUARDIAN	02	1660	9.4%	12.4%
FATHER + FEMALE GUARDIAN	03	388	2.2%	2.7%
OTHER FEMALE AND MALE FAMILIES	04	275	1.6%	2.0%
MOTHER ONLY, OR OTHER FEMALE(S)	05	2852	16.2%	19.7%
FATHER ONLY, OR OTHER MALE(S)	06	448	2.5%	3.1%
INDEPENDENT TEEN, OR LIVING WITH A FRIEND OR SPOUSE	07	409	2.3%	3.2%
RESERVED CODES:				
N/A - NO F2 PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	208	1.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2FAMSIZ
Tape Pos. 502-503
Format: I2

F2FAMSIZ F2 FAMILY SIZE

This composite estimates the teen sample member's second follow-up family size. F2FAMSIZ was constructed entirely from the second follow-up parent questionnaire, items F2P10A-B.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
1	01	197	1.1%	1.4%
2	02	1095	6.2%	7.5%
3	03	3689	20.9%	22.4%
4	04	5162	29.3%	30.9%
5	05	3369	19.1%	20.8%
6	06	1544	8.8%	9.5%
7	07	643	3.7%	4.3%
8	08	246	1.4%	1.7%
9	09	109	0.6%	0.7%
10+	10	104	0.6%	0.9%
RESERVED CODES:				
N/A - NO F2 PARENT QUEX		1215	6.9%	(MISS)
MISSING	98	237	1.3%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2PARED
Tape Pos. 504-505
Format: I2

F2PARED F2 PARENT'S HIGHEST EDUCATION LEVEL

This composite characterizes the level of education attained by the parent with the highest reported education level. It was constructed using second follow-up parent questionnaire data; other sources were used if F2 parent data were missing.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
DID NOT FINISH H.S	01	1936	11.0%	11.3%
H.S. GRAD OR GED	02	3454	19.6%	21.4%
GREATER THAN H.S. AND LESS THAN 4-YEAR DEGREE	03	6636	37.7%	40.9%
COLLEGE GRADUATE	04	2660	15.1%	13.7%
M.A. OR EQUIVALENT	05	1690	9.6%	8.5%
Ph.D, M.D., OR OTHER	06	1069	6.1%	4.0%
DON'T KNOW	07	48	0.3%	0.1%
RESERVED CODES:				
MISSING	98	117	0.7%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2SES2
Tape Pos. 506-510
Format: R5.3

F2SES2 F2 TEEN'S SOCIO-ECONOMIC STATUS, V.2

This is the second of three socio-economic status indicators of the teen that have been constructed for the second follow-up data files. Like F2SES1, F2SES2 utilizes the original occupational scale used for HS&B, but is constructed using second follow-up parent questionnaire data (F2SES1 uses base year parent data or, if missing, other early sources). F2SES3 employs a newer occupational scale and also uses second follow-up parent data. In addition, F2SES2 has valid values only for cases where the second follow-up parent questionnaire was completed.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
-2.949 TO 2.427	01.000	16364	92.9%	100.0%
RESERVED CODES:				
N/A - NO F2 PARENT QUEX		1215	6.9%	(MISS)
MISSING	99.998	31	0.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2SES2Q
Tape Pos. 511-511
Format: I1

F2SES2Q F2 TEEN'S SES QUARTILE, V.2

F2SES2Q is the quartile distribution of F2SES2. It was constructed by recoding F2SES2 into quartiles based on the weighted (F2PAQWT) marginal distribution.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
QUARTILE 1 LOW	1	3758	21.3%	24.8%
QUARTILE 2	2	3805	21.6%	25.0%
QUARTILE 3	3	3854	21.9%	25.1%
QUARTILE 4 HIGH	4	4947	28.1%	25.1%
RESERVED CODES:				
N/A - NO F2 PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	31	0.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2SES3
Tape Pos. 512-516
Format: R5.3

F2SES3 F2 TEEN'S SOCIO-ECONOMIC STATUS, V.3

F2SES3 is constructed in exactly the same way as F2SES2, except that prestige scores used for this construct were developed in the 1989 GSS (whereas F2SES2 uses the original Duncan SEI scores). Please see Appendix J of the Second Follow-Up: Parent Component Data File User's Manual for additional information.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
-2.949 TO 2.427	01.000	16364	92.9%	100.0%
RESERVED CODES:				
N/A - NO F2 PARENT QUEX		1215	6.9%	(MISS)
MISSING	99.998	31	0.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2SES3Q
Tape Pos. 517-517
Format: I1

F2SES3Q F2 TEEN'S SES QUARTILE, V.3

F2SES3Q is the quartile distribution of F2SES3. It was constructed by recoding F2SES3 into quartiles based on the weighted (F2PAQWT) marginal distribution.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
QUARTILE 1 LOW	1	3710	21.1%	24.8%
QUARTILE 2	2	3824	21.7%	24.9%
QUARTILE 3	3	3874	22.0%	25.2%
QUARTILE 4 HIGH	4	4956	28.1%	25.1%
RESERVED CODES:				
N/A - NO F2 PARENT QUEX		1215	6.9%	(MISS)
MISSING	8	31	0.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question G12CTRL1
Tape Pos. 518-519
Format: I2

G12CTRL1 SCHOOL CLASSIFICATION REPORTED BY SCHOOL

Classifies the teen sample member's second follow-up school type into public, Catholic or other private.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
PUBLIC	01	12877	73.1%	75.6%
CATHOLIC	02	905	5.1%	4.4%
PRIVATE/OTHER RELIGIOUS	03	428	2.4%	1.8%
PRIVATE/NON-RELIGIOUS	04	957	5.4%	1.2%
PRIVATE/TYPE UNKNOWN	05	68	0.4%	0.5%
STUDENT NOT ENROLLED	06	2333	13.2%	16.5%
RESERVED CODES:				
MISSING	98	42	0.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

Question G12URBN3
Tape Pos. 520-520
Format: I1

G12URBN3 TYPE OF SCHL DISTRICT, DIOCESE, COUNTY

Trichotomizes the urbanicity of the area in which the teen sample member's second follow-up school is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the Federal Information Processing Standards as used by the U.S. Census.

RESPONSE	CODES	FREQ	PER- CENT	WGTD PCT
URBAN	1	4473	25.4%	23.7%
SUBURBAN	2	6044	34.3%	34.0%
RURAL/OUTSIDE MSA	3	4690	26.6%	25.8%
STUDENT NOT ENROLLED, OR NOT ENROLLED IN TRADITIONAL DIPLOMA-GRANTING SCHOOL	4	2333	13.2%	16.5%
RESERVED CODES:				
MISSING	8	70	0.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

NOTE: This variable was recoded by NCES in the public use codebook in accordance with the confidentiality provisions of PL 100-297.

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Question G12REGON

Tape Pos. 521-522
Format: I2

G12REGON REGION OF THE COUNTRY (4 CENSUS REGIONS)

Indicates in which of the four U.S. Census regions the teen sample member's school is located, created by collapsing the states into census regions.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NORTHEAST......................	01	3004	17.1%	16.5%
MIDWEST........................	02	4072	23.1%	21.1%
SOUTH..........................	03	5214	29.6%	2[illegible] 4%
WEST...........................	04	2947	16.7%	16.4%
TEEN NOT ENROLLED, OR NOT ENROLLED IN TRADITIONAL DIPLOMA-GRANTING SCHOOL.......	05	2333	13.2%	16.5%
RESERVED CODES:				
MISSING.....................	98	40	0.2%	(MISS)
TOTALS:		17610	100.0%	100.0%

Question F2HSPROG

Tape Pos. 523-524
Format: I2

F2HSPROG F2 TEEN-REPORTED HIGH SCHOOL PROGRAM

This composite categorizes the teen-reported high school program--either the type of high school program in which the student is enrolled or the last program in which the dropout was enrolled (as reported in the second follow-up).

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
GENERAL HIGH SCHOOL PROGRAM...	01	6731	38.2%	41.4%
ACADEMIC/COLLEGE PREP PROGRAM.	02	7173	40.7%	36.6%
VOCATIONAL/TECHNICAL PROGRAM..	03	1892	10.7%	11.4%
OTHER SPECIALIZED HIGH SCHOOL PROGRAM.......................	04	321	1.8%	2.5%
SPECIAL EDUCATION PROGRAM.....	05	130	0.7%	1.0%
ALTERNATIVE/DROPOUT PREVENTION PROGRAM............	06	250	1.4%	2.1%
DON'T KNOW.....................	07	858	4.9%	5.0%
RESERVED CODES:				
MISSING.....................	98	255	1.4%	(MISS)
TOTALS:		17610	100.0%	100.0%

Appendix L

Glossary of NELS:88 Terms

GLOSSARY OF NELS:88 TERMS

Note: Words in the glossary have been cross-referenced. If a word used in a definition has its own entry elsewhere in the glossary, the word appears in italics in its first usage under each entry.

Alternative completer: The NELS:88 second follow-up distinguished three levels of enrollment status: students enrolled in a regular high school program, *dropouts* who had enrolled in (or had completed) some alternative (non-diploma) high school equivalency accrediting program (for example, preparation classes for the *GED test*), and dropouts receiving no alternative instruction. The term "alternative completer" was used for dropouts receiving any sort of instruction to prepare them for equivalency certification, and for dropouts who had already received the GED or other equivalency certification. In terms of questionnaire completion, alternative completers were treated in two ways. Dropouts receiving alternative instruction in preparation for possible equivalency certification were administered the dropout questionnaire. Those dropouts who had received the GED or other high school equivalency certification were treated as school completers, and were administered the *student questionnaire*.

Augmentation students: See State augmentation students.

Base year ineligible (BYI) study: A NELS:88 first follow-up study which sought to locate and survey eligible respondents who were part of the Base Year *sample*, yet were ineligible to participate in the Base Year due to mental or physical incapacity, language barrier, or other factors. (See entry for "Followback study of excluded students.")

Bias (due to nonresponse): Difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied.

Bias (due to undercoverage): This bias arises because some portion of the potential sampling frame is missed or excluded. For example, if the school list from which a school *sample* is drawn is incomplete or inaccurate, school undercoverage may occur. In NELS:88 the most important potential source of undercoverage bias was exclusion of 5.37 percent of the potential sample of eighth graders in the base year. (See entry for "Base year ineligible study" and "Followback study of excluded students.")

Bias (of an estimate): The difference between the expected value of a *sample* estimate and the corresponding true value for the *population*.

Burden: Formally, this is the aggregate hours realistically required for data providers to participate in a data collection. Burden also has a subjective or psychological dimension: the degree to which providing information is regarded as onerous may depend on the salience to the respondent of the questions that are being posed and on other factors such as competing time demands.

BY: NELS:88 Base Year Study conducted in 1988.

Carnegie units: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

CCD: Common Core of Data. Data annually collected from all public schools in the United States by the National Center for Education Statistics.

CD-ROM: Compact Disc Read-Only Memory. A computer storage disk in the same physical form as an audio CD. A CD-ROM can store approximately 650 megabytes of digital data. NELS:88 data are available both in magnetic media, such as tapes, as well as in optical laser disc media, such as CD-ROM.

Ceiling effect: The result of a cognitive test having insufficient numbers of the more difficult items. In a *longitudinal* study, ceiling effects in the follow-up testings can cause change scores to be artificially constrained for high ability examinees. More information (that is, smaller error of measurement) is obtained with respect to ability level if high ability individuals receive relatively harder items (and if low ability individuals receive proportionately easier items). The matching of item difficulty to a person's ability level yields increased *reliability* at the extremes of the score distribution where it is most needed for studies of longitudinal change. That is, the measurement problems related to *floor* and ceiling effects in combination with regression effects found at the extreme score ranges seriously hamper the accuracy of change measures in longitudinal studies. Hence one strategy employed in NELS:88 to minimize ceiling effects was to develop test forms that are "adaptive" to the ability level of the examinee. The multilevel tests used in the first and second follow-ups of NELS:88--with test assignment based on prior test performance--work to minimize the possibility of ceiling effects biasing the estimates of the score gains. (See entry for "Floor effect.")

Certainty school: A first or second follow-up school attended by four or more NELS:88 *sample* members, as determined by *tracing* and data collection efforts. These schools are included in the sample with certainty (probability=1). All NELS:88 first follow-up sample members in the school at the time of data collection were included in the second follow-up.

Closed-ended: A type of question in which the data provider's responses are limited to given alternatives, as opposed to an *open-ended* question. (See entry for "Open-ended.")

Cluster size: The number of NELS:88 *sample* members attending a particular high school.

Codebook: A *record* of each variable being measured, including variable name, columns occupied by each variable in the data matrix, values used to define each variable, unweighted frequencies, unweighted percents, and weighted valid percents. (See entry for "Electronic Codebook.")

Cognitive test battery: One of the two parts of the Student Survey (the second part being the *student questionnaire*). Four achievement areas (mathematics, reading, science, and social studies [history/citizenship/geography]) were measured.

Cohort: A group of individuals who have a statistical factor in common, for example, year of birth or grade in school or year of high school graduation. NELS:88 embraces three overlapping but distinct nationally-representative grade cohorts: 1987-88 eighth graders, 1989-90 high school sophomores, and 1991-92 high school seniors.

Composite variables: A composite variable is one that is constructed through either the combination of two or more variables (socioeconomic status, for example) or calculated through the application of a mathematical function to a variable. Also called a "derived variable" or "constructed variable."

Confidence interval: A *sample*-based estimate expressed as an interval or range of values within which the true *population* value is expected to be located (with a specified degree of confidence).

Contextual data: In NELS:88, the primary unit of analysis is the student (or *dropout*), and information from the other study components, referred to as the contextual data, should be viewed as extensions of the student data--for example, as *school administrator*, *teacher*, and *parent* reports on the student's school learning environment or home situation.

Core school: School that was selected between Phases 1 and 2 of the second follow-up to receive the full complement (*School Administrator, Teacher*, Transcript) of study components, and for in-school data collection sessions.

Core student: Students who are part of the primary *cohort* of NELS:88, in contrast to *state augmentation* or *School Effectiveness Study* students. The core students include those chosen as eighth graders in the 1988 Base Year Study and those added to the *sample* through *freshening* procedures during the first or second follow-up.

Core study: The original NELS:88 study, in contrast to the study with additions and follow-up additions like the *state augmentation* studies and the *School Effectiveness Study*.

Course offerings: School-level summaries of courses offered; while in *HS&B* course offerings data were collected for all schools, in NELS:88 such data have been collected only for schools in the *School Effectiveness Study*.

Cross-sectional survey: A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling (for example, eighth grade, tenth grade, or twelfth grade). In contrast, a *longitudinal* (or repeated measurement of the same *sample* units) survey measures the change or growth in educational attainments that occurs over a particular period of schooling. The longitudinal design of NELS:88 generates--by means of sample "*freshening*"--three representative cross-sections (eighth graders in 1988, high school sophomores in 1990, seniors in 1992) and permits analysis of individual level change over time through longitudinal analysis and of group level and intercohort change through the cross-sectional comparisons. (See entry for "Longitudinal or Panel Survey.")

Data element: The most basic unit of information. In data processing it is the fundamental data structure. It is defined by its size (in characters) and data type (e.g. alphanumeric, numeric only, true/false, date) and may include a specific set of values or range of values.

Design effect: A measure of *sample* efficiency. The design effect (DEFF) is the *variance* of an estimate divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Sometimes it is more useful to work with *standard errors* than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample.

Dropout: The term is used both to describe an event--leaving school before graduating--and a status--an individual who is not in school and is not a graduate at a defined point in time. The "*cohort* dropout rate" in NELS:88 is based on measurement of enrollment status of 1988 eighth graders two and four years later (that is, in the spring term of 1990 and the spring term of 1992) and of 1990 sophomores two years later. A respondent who has not graduated from high school or attained an equivalency certificate and who has not attended high school for 20 consecutive days (not counting any excused absences) is considered to be a dropout. In contrast, transferring schools--for example, from a public to a private school--is not regarded as a dropout event, nor is delayed graduation (as when a student is continuously enrolled but takes an additional year to complete school). A person who drops out of school may later return and graduate: at the time the person left school initially, he or she is called a "dropout," and at the time the person returns to school, he or she is called a "*stopout*."

Early graduate: A student who graduated from high school in less than the typical amount of time. For example, if a student graduated in December of his/her senior year (when the majority of his/her classmates graduate the following May or June), the student is categorized as an early graduate. In the main study data collection, early graduates were administered a special supplement in the *student questionnaire* along with the *cognitive test battery*.

Electronic codebook (ECB): While hardcopy *codebooks* with item stems, response categories, associated response frequency distributions, unweighted percents, and weighted valid percents are contained within the NELS:88 user's manuals, NELS:88 data are also available on *CD-ROM* in an electronic codebook (ECB) format. For example, the electronic codebook created for the combined base year first follow-up NELS:88 data is a menu-driven system that allows users to perform functions such as the following: (a) search a list of NELS:88 ***BY-F1*** database variables based upon key words or variable names/labels; (b) display weighted and unweighted percentages for each variable in the database; (c) display question text for each variable in the database; (d) select or tag variables for subsequent analysis; (e) generate SAS-PC or SPSS-PC+ program code/command statements for subsequently constructing a system file of the selected variables; and (f) generate a codebook of the selected variables. An electronic codebook is also being prepared for the NELS:88 second follow-up data, and will again be housed on a CD-ROM.

ETS: Educational Testing Service. *NORC*'s subcontractor for NELS:88 cognitive test development and evaluation.

F1: The NELS:88 first follow-up, conducted in 1990.

F2: The NELS:88 second follow-up, conducted in 1992.

File: Refers to a data file containing a set of related computerized *records*.

Floor effect: The result of a cognitive test being too difficult for a large number of the examinees, causing the low ability examinees to receive chance scores on the first testing, and on subsequent testings if the test remains too difficult. Floor effects result in an inability to discriminate among low ability individuals at time one or time two, and there will be no reliable discrimination among examinees with respect to amounts of change. A possible solution, utilized in NELS:88, is to develop test forms that are "adaptive" to the ability level of the examinee, which tends to minimize the possibility of floor effects biasing the estimates of the score gains.

Followback study of excluded students: A continuation in the NELS:88 second follow-up of a special substudy begun in the first follow-up as (see entry for) the *base year ineligibles study*.

Freshening: A NELS:88 sampling procedure by which high school sophomores were added in the first follow-up who were not in the eighth grade in the U.S. two years before. This process was repeated in the second follow-up, adding high school seniors who were not in the eighth grade in the U.S. four years before, and not in the tenth grade in the U.S. two years before. This process ensured that the *sample* would be representative of the 1992 senior class by allowing 1992 seniors who did not have a chance for selection into the base year (or the first follow-up) sample to have some probability of 1992 selection.

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See entry for "GED test" and "Alternative completer.")

GED test: General Educational Development test. A test administered by the American Council on Education as the basis for awarding a high school equivalent certification.

HS&B: High School and Beyond. The second in the series of *longitudinal* education studies sponsored by NCES. The HS&B Base Year study surveyed sophomore and senior students in 1980.

IEP: Individualized Education Program in special education for students with a mental or physical disability.

IRT: Item Response Theory. A method of estimating achievement level by considering the pattern of right, wrong, and omitted responses on all items administered to an individual student. Rather than merely counting right and wrong responses, the IRT procedure also considers characteristics of each of the test items, such as their difficulty, and the likelihood that they could be guessed correctly by low-ability individuals. IRT scores are less likely than simple number-right or formula scores to be distorted by correct guesses on difficult items if a student's response vector also contains incorrect answers to easier questions. Another attribute of IRT that makes it useful for NELS:88 is the calibration of item parameters for all items administered to all students. This makes it possible to obtain scores on the same scale for students who took harder or easier forms of the test. IRT also permits vertical scaling of the three grade levels (grade 8 in 1988, grade 10 in 1990, grade 12 in 1992).

Item nonresponse: The amount of missing information when a valid response to an item or variable was expected. (See entry for "Unit-nonresponse.")

LEP: Limited English Proficient. A concept developed to assist in identifying those language-minority students (individuals from non-English language backgrounds) who need language assistance services, in their own language or in English, in the schools. (See entries for "NEP" and "LM.") The Bilingual Education Act, reauthorized in 1988 (PL 100-297), describes a limited English proficient student as one who:

1) meets one or more of the following conditions:
    a) the student was born outside of the United States or the student's native language is not English;
    b) the student comes from an environment where a language other than English is dominant; or
    c) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

LM: Language Minority. A fully English proficient student in whose home a non-English language is typically spoken. This groups includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Longitudinal or panel survey: In a longitudinal design, similar measurements--of the same *sample* of individuals, institutions, households or of some other defined unit--are taken at multiple time points. NELS:88 employs a longitudinal design that follows the same individuals over time, and permits the analysis of individual-level change. (See entry for "Cross-sectional survey.")

Machine editing: Also called forced data cleaning or logical editing. Uses computerized instructions in the data cleaning program that ensure common sense consistency within and across the responses from a data provider.

Microdata (microrecords): Observations of individual *sample* members, such as those contained on the NELS:88 data *files*.

MSA: Metropolitan statistical area. A large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. (However, in New England, towns and cities, rather than counties, are the basic units.) MSAs are designated by the Office of Management and Budget (*OMB*). An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. A MSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of community of workers into the central city or counties.

Multidimensional raking: An adjustment procedure in weighting whereby the sum of the weights for each marginal category of respondents in the follow-up rounds of NELS:88 was made equal to the corresponding sum of the final prior round weights for that group.

NAEP: The National Assessment of Educational Progress.

NAIS: The National Association of Independent Schools. This organization endorsed NELS:88. NAIS schools form a base year school sampling stratum in NELS:88, and NAIS constitutes a category within the restricted use *file* school control type variable.

NCEA: The National Catholic Educational Association. This organization endorsed NELS:88.

NCES: The National Center for Education Statistics, Office of Educational Research and Improvement, of the U.S. Department of Education. This governmental agency is the primary sponsor of NELS:88, and is also the sponsoring agency for (among other studies) *NAEP*, *HS&B*, and *NLS-72*.

NELS:88: The National Education Longitudinal Study of 1988. Third in the series of *longitudinal* education studies sponsored by NCES. The study began in 1988 with the eighth-grade class of that year. The study has collected data in 1988, 1990, and 1992 on student's school experiences, as well as background information from *school administrators, teachers* and *parents* (in the base year and second follow-up only). The study seeks to learn about students' educational experiences and outcomes from eighth grade through high school and beyond.

NEP: No English Proficiency. A student who does not speak English. (See entry for "LEP.")

NLS-72: The National Longitudinal Study of the High School Class of 1972. This project was the first in the series of *longitudinal* education studies sponsored by NCES.

Noncertainty schools: Schools in which fewer than four (three, two or one) NELS:88 students attended. These schools were not subsampled for participation in the *School Administrator, Teacher*, and Transcript components. Additionally, the survey instruments were not administered in group sessions in the schools, as was done in the *certainty schools*.

Nonresponse: (See entry for "Item nonresponse" and "Unit nonresponse.")

Nonsampling error: An error in *sample* estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources including imperfect implementation of sampling procedures, differential unit or *item nonresponse* across subgroups, *bias* in estimation, or errors in observation and recording.

NORC: The National Opinion Research Center at The University of Chicago. NORC conducts NELS:88 for the National Center for Education Statistics.

NSF: The National Science Foundation, which is one of the sponsors of NELS:88. The National Science Foundation awards grants and contracts to individuals and organizations to conduct research. NSF sponsored two components of the second follow-up: 1) additions to the *student questionnaire* to learn about students' experiences and their exposure to mathematics and science curricula, and 2) a *teacher survey* of mathematics and science teachers to obtain evaluations of their NELS:88 student(s) and to learn about their classroom practices and background preparation for teaching.

OBEMLA: The Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. OBEMLA funded a NELS:88 supplement that inquired into the education experiences of students whose native language is other than English.

OMB: The Office of Management and Budget, U.S. Executive Branch. OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the NELS:88 questionnaires, as indicated by their approval number and its expiration date in the top right corner of the questionnaire covers.

Open-ended: A type of question in which the data provider's responses are not limited to given alternatives.

Optical disk: A disk that is read optically (e.g., by laser technology), rather than magnetically. (See entry for "CD-ROM.")

Optical scanning: A system of recording responses that transfers responses into machine-readable data through optical mark reading. This method of data capture was used for the NELS:88 *student questionnaires* and *cognitive tests*, as well as for the *parent* and *teacher questionnaires*. (In contrast, responses to certain other questionnaires, such as the *school administrator questionnaire*, were keyed by using conventional data entry methods.)

Out-of-sequence: This term means that a student is not in the grade that he/she would be in if progressing with the majority of the *cohort* through school. For example, most NELS:88 *sample* members were in the tenth grade in the 1989-90 school year; one would be described as out-of-sequence if found to be in the eleventh grade in the 1989-90 school year.

Parent, NELS-targeted parent/guardian: The NELS:88 Parent Component sought to collect information from parents of eligible student/*dropout* respondents. It was asked that the parent or guardian who knew most about his or her child's educational experience complete the questionnaire.

PIN: Personal Identification Number. A unique number assigned to each district and school.

Population: All individuals in the group to which conclusions from a data collection activity are to be applied. Weighted results of NELS:88 data provide estimates for populations and subgroups.

Population variance: A measure of dispersion defined as the average of the squared deviations between the observed values of the elements of a population or *sample* and the population mean of those values.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Poststratification adjustment: A weight adjustment that forces survey estimates to match independent *population* totals within selected poststrata (adjustment cells).

Precision: The difference between a *sample*-based estimate and its expected value. Precision is measured by the *sampling error* (or *standard error*) of an estimate.

Probability sample: A sample selected by a method such that each unit has a fixed and determined probability of selection.

QED: Quality Education Data. QED is a commercial firm that publishes national directories of all public and private schools and districts. Its list of schools in the U.S. constituted the sampling frame for the base year, and provided important information on school location, principal's name, minority enrollment, and other characteristics.

Range check: A determination of whether responses fall within a predetermined set of acceptable values.

Record format: The layout of the information contained in a data *record* (includes the name, type, and size of each field in the record).

Records: A logical grouping of *data elements* within a *file* upon which a computer program acts.

Reliability: The consistency in results of a test or measurement including the tendency of the test or measurement to produce the same results when applied twice to some entity or attribute believed not to have changed in the interval between measurements.

Sample: Subgroup selected from the entire *population*.

Sampling error: The part of the difference between a value for an entire *population* and an estimate of that value derived from a *probability sample* that results from observing only a sample of values.

Sampling variance: A measure of dispersion of values of a statistic that would occur if the survey were repeated a large number of times using the same *sample* design, instrument and data collection methodology. The square root of the sampling variance is the *standard error*.

School administrator questionnaire: This questionnaire was to be completed by the principal and/or someone designated by the principal. The questionnaire sought basic information about school policies, number of students in each class, curriculum offered, programs for disadvantaged and disabled students, and other school characteristics.

School climate: The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School Coordinator: A person designated in each school to act as a contact person between the school and *NORC*. This person assisted with establishing a *survey day* in the school, and in some cases where the school *cluster size* was very small, the School Coordinator administered the student instruments.

School Effectiveness Study: A component of NELS:88 added to the first follow-up to permit the study of school effects. The supplement substantially increased *cluster sizes* and provided in-school representative student *samples* at approximately 250 urban and suburban schools in the thirty largest *MSAs* in order to permit researchers to assess the impact of various school characteristics (such as structural and management characteristics and *school climate*) on student outcomes (such as student achievement and educational experience). This component was continued in the second follow-up, and included *student, school administrator, teacher,* and *parent questionnaires*, transcript surveys, as well as a *course offerings* component.

Standard deviation: The most widely used measure of dispersion of a frequency distribution. It is equal to the positive square root of the *population variance*.

Standard error: The positive square root of the *sampling variance*. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish *confidence intervals* for the statistics being analyzed.

State augmentation students: In the base year, certain states funded a *sample* of additional schools in the state to produce a representative sample of schools in the state. In this sense, the state's sample was "augmented" to maximize the utility of the NELS:88 data for those states. The students from those base year schools were designated as "augmentation" students, and were followed and surveyed in the first follow-up, though the students had dispersed to many tenth-grade schools. In the second follow-up these students were surveyed again.

Stopout: A student who had one or more occurrences of school non-attendance for 20 or more days (not including any excused absences) who subsequently returned to school. In NELS:88, this term was used for temporary dropouts *within a round* (e.g., out of school in fall 1989 but back spring 1990, as contrasted to 1990 dropouts who were back in school in spring term of 1992).

Student questionnaire: One of the two parts of the student survey (the other part is the *cognitive test battery*). This instrument contained a locator section for *tracing sample* members for future waves of NELS:88 and a series of questions about courses taken, hours spent on homework, and perceptions of the school and the home environment.

Survey day: A day chosen by the school during the data collection period when an *NORC* interviewer and a clerical assistant (or the *School Coordinator* in schools with only a small group of *sample* members) administered the survey to the school's sample of students. The survey day session lasted about three hours for the actual data collection, with about thirty minutes each for preparation and clean-up/preparation of completed materials for mailing.

Teacher questionnaire: Math and science teachers of selected students were asked to complete a teacher questionnaire, which collected data on school and teacher characteristics (including teacher qualifications and experience), evaluations of student performance, and classroom teaching practices.

Teacher, NELS-targeted teacher sample: In the base year and first follow-up, two teacher reports were sought for each student, reflecting a combination of two subjects from four subject areas (English, social studies, science, mathematics). In the second follow-up, one teacher report per pupil was sought for those students who were enrolled mathematics, science, or both, in one of the schools designated for school *contextual data* collection.

Tracing: The locating (and ascertaining of school enrollment status) of NELS:88 *sample* members. Sample members were traced at six points in time subsequent to eighth grade: autumn term 1988, autumn term 1989, spring term 1990, autumn term 1990, autumn term 1991, and spring term 1992.

Transfer student: A NELS:88 *sample* member who moved from one school to another after the subsampling of schools between Phase 1 (the *tracing* of sample members to their school of enrollment) and Phase 2 (the re-verification of *sample* members' school of enrollment).

Unit nonresponse: Failure of a survey unit (for example, at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete survey instrument. Unit nonresponse may be contrasted to *item nonresponse*, which is the failure of a participating *sample* member to give a valid response to a particular question on a survey instrument.

Validity: The capacity of an item or measuring instrument to measure what it was designed to measure; stated most often in terms of the correlation between scores in the instrument and measures of performance on some external criterion. *Reliability*, on the other hand, refers to consistency of measurement over time. (See entry for "Reliability.")

Variance: See entry for "Population variance" and "Sampling variance."

Weighted estimates: Estimates from a *sample* survey in which the sample data are statistically weighted (multiplied) by factors reflecting the sample design. The weights (referred to as sampling weights) are typically equal to the reciprocals of the overall selection probabilities, multiplied by a *nonresponse* or *poststratification adjustment*. Thus, for example, the 1,035 completed *school administrator questionnaires* in the NELS:88 base year represent a *population* of 38,774 schools. Individual completed cases (that is, base year school administrator questionnaires) may "represent" anywhere from a minimum of 1.5 schools to a maximum of 387.3 schools. To take another example, 12,111 base year questionnaire respondents reported themselves to be male, and a slightly greater number (12,244) reported themselves to be female. When these cases are multiplied by the nonresponse-adjusted student weights to yield a weighted percent that reflects the national population of eighth graders, the estimate for males is 50.1 percent of the 1988 eighth-grade *cohort* while females are estimated to comprise 49.9 percent of the nation's 1988 eighth graders.

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